PREPARE 1. Know your students

In order to support student learning, teachers must know their students because knowing and valuing students' strengths allow for teachers to accentuate student assets when planning and differentiating. This includes knowing students' current performance levels, cultural background, interests, learning styles, and other information that can help teachers prepare to teach in ways that support student success and connect to students' real lives.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
In addition to all of the elements in Level 3, Level 4 includes: • Teacher proactively and appropriately[1] shares and solicits information from other individuals[2] who can affect student achievement.	• Teacher demonstrates use of varied sources[3] to determine students' current levels of performance, which yield accurate, helpful data that informs instructional planning. • Teacher demonstrates use of students' levels of performance, interests, cultural backgrounds and learning needs to plan and differentiate instruction.	• Teacher demonstrates use of varied sources to determine students' current levels of performance, which yield accurate data but which did not inform instructional planning. • Teacher demonstrates use of students' levels of performance, interests, backgrounds and learning needs to plan instruction.	• Teacher demonstrates minimal or no use of varied sources to determine students' current levels of performance or the use of sources which yield inaccurate or unhelpful data t. • Teacher demonstrates minimal or no use of students' levels of performance, interests, backgrounds and learning needs to plan instruction.

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1 Teachers do not share information that may be confidential or sensitive without first obtaining appropriate permission to do so.

2 Examples include, but are not limited to, counselors, social workers and other teachers a student sees including resource teachers.

3 Examples include, but are not limited to, diagnostics, formative assessments, interim assessments, pre- and post-tests, teacher-created assignments, student interest surveys and exit tickets.

PREPARE 2. Prepare to teach using curriculum resources

In preparing to teach, teachers use the knowledge of students, learning needs, assets, and curricular materials to plan for a lesson. Depending on the curricular materials for the content, teachers may have to create or modify materials to include objectives, assessments, activities, formative assessments, groups, differentiation, and the release of responsibility to students. These should be evident in a lesson plan and through discussion.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
In addition to all of the elements in Level 3, Level 4 includes: • The current lesson incorporates other disciplines where connections can be made and teacher plans explicit links to the lesson objective. • The teacher plans connections to students' future and past learning in a way that is culturally-responsive and fills any knowledge gaps. • Teacher current lesson incorporates use of technology to support student independence.	• Lesson objectives are grade-level standards based and tell students what they will be learning and able to do by the end of the lesson. • Formative assessments are designed to determine if students have met lesson objectives. • Instructional activities are aligned to the objective and curriculum.[4] • Opportunities[5] and appropriate time are planned for students to engage with complex texts and rigorous tasks. • Key tasks are designed to be scaffolded or differentiated within the lesson plan.[6] • Questions are planned to require students to ground their responses in evidence. • Formative assessments are planned at key points to inform instructional adjustment throughout the lesson. • Lesson plan design anticipates student misunderstanding and misconceptions. • Lesson plan reflects a clear and appropriate gradual release of responsibility to students[7].	• Lesson objectives are aligned to grade-level standards and tell students what they will be learning, but not what they will be able to do by the end of the lesson. • Formative assessments are developed, but they do not determine if students have met lesson objectives. • Some instructional activities are aligned to the objective and curriculum. • Insufficient opportunities[8] are planned for students to engage with complex texts and/or rigorous tasks. • Some key tasks are not scaffolded and differentiated within the lesson plan. • Questions are planned, but they do not require students to ground responses in evidence. • Formative assessments are planned but are not designed to inform instructional adjustment. • Lesson plan design anticipates student misunderstanding or misconceptions. • Lesson plans reflect an unclear and/or inappropriate progression from teacher modeling to student independence.	• Lesson objectives tell students what activity they will complete, though they may not be grade-level standards based. • Formative assessments are not developed. • Instructional activities are not aligned to the objective and curriculum • Opportunities are not planned for students to engage with complex texts and/or rigorous tasks. • Tasks are not scaffolded or differentiated within the lesson plan. • Questions are not planned. • Formative assessments are not planned. • Lesson plan does not anticipate student misunderstanding or misconceptions. • Lesson plans do not reflect a progression from teacher modeling to student independence.

4 Even if activities are remedial or extensions in nature, they should still be aligned and lead to objective and grade-level standard mastery.

5 Examples include, but are not limited to, group problem solving, class discussions, laboratories, investigations, and small group, student-to-student and whole group instruction. The timing indicated within the lesson plan should reflect curriculum guidance and teacher knowledge of student needs.

6 Not all tasks need to be scaffolded and differentiated. A task requires scaffolding and differentiation only when the complexity of the task and/or students' prior knowledge requires it.

7 An appropriate progression allows for enough modeling and practice so that students will be able to perform independently. For further information, refer to the glossary for more on the gradual release of responsibility

8 Insufficient opportunities could refer to complexity, rigor or pacing.

TEACH 1. Facilitate clear, standards-based content learning

When teaching, teachers must set the objective or learning goal to ensure they are teaching with purpose and students understand this purpose and its significance. This intentionality drives teachers' facilitation of student learning of the content and skills. In the facilitation of student learning, teachers should use aligned activities, appropriate and available technology, and academic language. Students should have opportunities to demonstrate their own thinking about the facilitated content.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
In addition to all of the elements in Level 3, Level 4 includes: • With teacher support, students make connections across and within disciplines in facilitation of content learning. • Students connect their learning to essential questions.	• Teacher facilitates communication about grade-level standards-based lesson objective or goal in a manner which enables students to understand the purpose and significance of their learning. • All tasks have a clear and intentional purpose that is aligned with the objective and standard and provides cognitive challenge[9]. • Teacher uses multiple methods[10] or technology to facilitate students' learning of accurate grade-level content while emphasizing important concepts[11] to focus learning. • Students demonstrate their thinking verbally or through writing in response to the teacher's clear presentation of content. • Teacher consistently models and uses strategies[12] to reinforce student use of academic vocabulary and grammatical structures. • Teacher's instructions are clear to students.	• Teacher presents grade-level standards-based lesson objective or goal to students in a manner which students understand the purpose of their learning. • All tasks have a purpose that is aligned with the objective and standard, but may not provide cognitive challenge. • Teacher uses one method to present accurate grade-level content and sometimes emphasizes important points to focus learning of content. • Students demonstrate minimal thinking verbally in response to teacher's presentation of content. • Teacher consistently models academic vocabulary and grammatical structures. • Students understand instructions after multiple clarifications.	• Teacher presents grade-level standards-based lesson objective or goal but it is unclear[13] to students. • Tasks have an unclear purpose or a clear purpose that is not aligned to the standard or objective. • Teacher presents inaccurate grade-level content or teacher does not present grade-level content. • Students do not demonstrate thinking in response to the teacher's presentation. • Teacher inconsistently models academic vocabulary and grammatical structures. • Students are confused because instructions are unclear.

When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.

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9 Cognitive challenge is described as higher-level thinking on Bloom's taxonomy or increased depth on Norman's Depth of Knowledge
10 Examples include, but are not limited to, using diagrams, video clips, graphic organizers and manipulatives.
11 Essential questions, themes of unit, prioritized ???/skills.
12 Such as word walls, visual reminders/cues, sentence starters.
13 Teacher's presentation may be unclear because it was partial or because teacher used developmentally inappropriate language.

TEACH 2. Use strategies and tasks to engage students in rigorous work

While teaching, teachers use strategies in order to engage students in rigorous work appropriate for each student. This includes using curricular materials, differentiation, scaffolding, and using evidence-based strategies to provide access points for students at all levels. Through these strategies, students are empowered to take charge of their learning and classwork.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
In addition to all of the elements in Level 3, Level 4 includes: • Teacher creates conditions[14] where students are expected to lead and take risks in the learning task. • Students determine and self-select strategies[15] that support their learning needs, levels, and goals to engage in the learning task	• Teacher provides access to grade-level material for students in the class[16]. • Students have time and opportunities to engage in and grapple[17] with complex texts[18] and/or rigorous tasks. • In response to teacher's guidance, students display engagement in the lesson's content by persevering to meet the demands of the rigorous tasks. • Students take ownership of work and are active participants in classwork and discussions. • Teacher uses appropriate pacing aligned to the task and curriculum. • Teacher scaffolds[19] and/or differentiates[20] tasks based on student need. • Teacher uses evidence-based strategies[21] to engage students with texts and/or tasks. • Teacher uses strategies to gradually release responsibility to students.	• Teacher provides access to grade-level material for some students in the class. • Students have opportunities to engage with complex texts and rigorous tasks, but do not have adequate time to grapple with or make meaning independently. • Some students persevere through complex texts and/or rigorous tasks, while others do not have the strategies or willingness to do so. • Some students take ownership of work and participate in class only when teacher encourages them. • Teacher uses pacing that is aligned to the task but not to the long-term curricular needs. • Teacher makes attempts to scaffolds and/or differentiates for instructional groups, but may not be aligned to individual student needs. • Teacher models and assists students with strategies to engage with texts and/or tasks that are teacher-dependent. • Teacher releases responsibility to students but students do not know how to proceed.	• Teacher does not provide access to grade level material. • Students sometimes have opportunities to engage with complex texts and rigorous tasks, though the opportunities are in a superficial manner. • Students demonstrate little agency[22] or willingness to persevere through complex texts and/or rigorous tasks and easily give up. • Few or no students take ownership of work or are active participants, and there is minimal teacher encouragement. • Teacher does not use appropriate pacing aligned to the task and curriculum. • Teacher scaffolds and/or differentiates in a manner that does not support students in accessing complex, grade-level texts or participation in tasks. • Teacher does not or sometimes model how to engage with texts and/or tasks. • Teacher does not release responsibility to students.

When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.

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14 Conditions include: space and time to take chances, an encouraging environment, acceptance of help and encouragement from peers, a joy for learning.

15 Students can draw on strategies and resources to support them in accessing a challenging text or task. Examples include, but are not limited to, students using a resource text, class notes or manipulatives while working on an assignment.

16 This does not mean that the teacher always differentiates for each student, but rather that each student may be placed in an appropriate instructional group and receive work tailored to the instructional group that meets his/her needs. Instructional groups can be determined based on various student characteristics. Examples of instructional grouping include, but are not limited to, skill levels, interests and ability levels.

17 When students grapple with a text or task, they should go through a "productive struggle," not a struggle so overwhelming that they are unable to work through it.

18 Texts are not limited to literary work. May include informal images, texts, images, graphs, artwork, musical pieces...

19 Appropriate scaffolding does not mean teachers scaffold every task. Teachers scaffold only when the complexity of the task and/or students' prior knowledge requires scaffolding. Effective scaffolding of learning tasks results in multiple pathways to completion and/or determining the correct response. Scaffolding should not diminish the rigor of the grade level standard.

20 Differentiation's primary goal is accessibility to rigorous content for students. Although process, content or task may be altered to provide access to different students, the differentiated task should lead all students to produce work at the level of rigor that the standard requires. Teachers can differentiate above the level of the standard.

21 Such as modeling, close reading...

22 Students have not been equipped with the skills in order to persevere through the task.

TEACH 3. Use evidence-dependent questioning to deepen learning

When teaching, teachers use questions to deepen learning and push student thinking. Through intentionally planned and scaffolded questions, students increase their levels of thinking and justify responses using evidence. Questions should occur at key points, be aligned to the learning goal, and provide opportunity for multiple students to respond.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
In addition to all of the elements in Level 3, Level 4 includes: • Students regularly pose questions that require their peers to cite evidence and explain their thought processes. • Students hold one another accountable for justifying their answers by citing evidence and/or elaborating on their thought processes, when needed.[23]	• Teacher consistently[24] poses open-ended questions and student responses reflect an increase in their level of thinking[25]. • Students cite evidence[26] and explain their thought processes when responding to questions from teacher or other students. • Teacher asks clear, lesson-goal aligned questions at key points[27] throughout the lesson. • Teacher provides wait time that students use productively.[28] • When needed, teacher supports students in getting to correct and/or appropriate responses through additional questions, prompting, or other scaffolding. • Teacher values input from each student and ensures students have opportunities to contribute equitably.	• Teacher mostly poses open-ended questions that engage students in the material and which move students beyond their current level of thinking • Teacher asks lesson-goal aligned questions that require some students to explain their thought processes or require them to cite evidence. • Teacher asks questions at key points throughout the lesson, but they are somewhat unclear to students. • Teacher provides wait time, but only some students use it productively. • Teacher supports students in getting to correct and/or appropriate responses, but over-scaffolds or prompts in a leading manner. • Teacher encourages input from each student, but uses few strategies to ensure equitable contribution by students.	• Teacher poses questions that are mostly closed and do little to move students beyond their current level of thinking. • Teacher asks questions that are off topic or that do not require students to cite evidence or explain their thought processes. • Teacher asks questions infrequently or in excess. • Teacher provides wait time that is too short or too long for students to generate responses to questions or answer their own questions. • Teacher accepts any response, even if it is incorrect or inappropriate. • Teacher minimally encourages student input and/or repeatedly calls on the same students for contribution.

When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.

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23 HOW DOES THIS APPLY TO EARLY LEARNERS???
24 Consistency can be described as the majority of teacher questions spread throughout the class period.
25 Level of thinking can be described as increased depth of knowledge according to Norman Webb's Levels of Depth of Knowledge or higher level of learning according to Bloom's taxonomy throughout the lesson.
26 When applicable, questions should be text-based, and responses should include evidence grounded in the text. Beyond citing from a text, examples of citing evidence include, but are not limited to, prior learning, observed patterns and applications of problem-solving strategies to similar contexts.
27 Key points are pivotal moments when questioning can highlight prioritized content, concepts and/or student understanding. Questioning at key points also supports the forward movement of the lesson.
28 Wait time allows time for multiple students to formulate a response. This does not always mean silence in the classroom. Examples include, but are not limited to, using strategies such as think-pair-share or turn-and-talk to help students process questions.

TEACH 4. Use formative assessments to monitor progress and provide specific, academic feedback

During a lesson, teachers gather progress on student learning through formative assessments and address student misunderstanding. Teachers use that information to guide their moves to facilitate student learning and understanding during the current lesson and future lessons. Artifacts from the lesson should indicate student learning towards the lesson objective or goal.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
In addition to all of the elements in Level 3, Level 4 includes: • In response to evidence from formative assessments, teacher facilitates opportunities for student-to-student interactions. • With teacher support, students reflect on and articulate their progress and develop plans towards meeting learning objective.	• Teacher conducts formative assessments that yield useful information for skill groups of students at key points[29] throughout the lesson. • As needed, teacher makes real-time adjustments to lesson pacing, student tasks and/or strategies, in alignment with information from checks for understanding. • Student misunderstandings are clarified and new understandings are confirmed based on evidence from formative assessments. • Students correct or clarify work in response to the teacher's specific academic feedback[30]. • Student artifacts indicate application of learning or mastery of objective or learning goal.	• Teacher conducts some formative assessments that yield a pulse of the whole class at points throughout the lesson. • As needed, teacher attempts to make real-time adjustments based on information from Formative assessments, but the adjustments may not be effective and/or aligned with class need. • When needed, teacher attempts to address student misunderstandings but may not clarify the concept. • Teacher gives specific academic feedback to communicate current progress, but feedback may not clarify next steps to move forward. • Student artifacts indicate minimal application of learning or pursuit of objective or learning goal.	• Teacher conducts no or few formative assessments, but they are limited in variety, may not occur at key points or may not yield useful information on the pulse of the class. • Even when needed, teacher does not make real-time adjustments to lesson pacing and student tasks. • When needed, teacher does not attempt to address student misunderstandings. • Teacher provides general academic feedback during the lesson which does not specify progress or next steps.[31] • Student artifacts indicate no application of learning or mastery of objective or learning goal.

When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.

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29 Formative assessments at key points occur at pivotal moments in the lesson and provide an accurate pulse of the class to determine whether or not a teacher can move forward in the lesson.

30 Specific academic feedback is feedback that supports a student in understanding a concept, process or skill, and allows students to identify how they can take action to modify their work or maintain quality. Academic feedback can be tailored to address the needs of the whole class, small grouper individual students. Feedback should be based on whole or small group trends, and/or individual needs.

31 For example, feedback may only be given at the beginning or end of the lesson.

TEACH 5. Facilitate student-to-student interaction and academic talk

Teachers facilitate student-to-student interactions that engage students and support their progress towards the learning goal. Interactions should vary in format to include writing and speaking opportunities with groups and partners. Groups should be flexible, purposeful and consider student data. During interactions, students should use content and academic vocabulary.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
In addition to all of the elements in Level 3, Level 4 includes: • Students lead academic discussions with minimal teacher support.[32] • Students monitor their progress in group work and hold one another accountable for staying productive and on task. • As appropriate at grade-level and in content, students speak with confidence and conviction during academic talk[33]. • Students reflect on their own interactions with other students.	• Students engage in multiple, diverse opportunities for student-to-student interaction which helps students meet learning outcomes. • In most student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding. • Students work collaboratively towards learning goals by using structures teacher has put in place. • Teacher demonstrates [34]student groups and/or pairings are purposeful and flexible, based on student performance data and interests. • Students effectively use content and academic vocabulary when interacting with teacher and other students.	• Teacher provides multiple opportunities for student-to-student interaction, but student engagement does not help students meet the learning outcomes. • In few student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding. • Teacher sets up structures for student collaboration that keep students focused and productive, but which are dependent on teacher prompting. • Teacher demonstrates some student groups and/or pairings are purposeful and flexible, based on student performance data and interests. • With teacher supports, students sometimes use academic talk when interacting with teacher and other students.	• Teacher provides few opportunities for student-to-student interaction. • Students do not engage in in discussions with their peers to make meaning of content or deepen their understanding. • Teacher sets up structures for student collaboration, but they are ineffective at keeping students focused and productive even with teacher prompting. • Teacher does not ensure student groups and/or pairings are purposeful or flexible, based on student performance data and interests. • Students do not use content and academic vocabulary when interacting with teacher or other students, and teacher does not support students in using academic vocabulary in response.

When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.

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32 For pre-kindergarten and kindergarten classrooms, it may not be developmentally appropriate for students to lead academic discussions. Instead, student-led academic discussions will be heavily teacher facilitated, with significant scaffolding and teacher modeling.

33 Confidence and conviction can be seen as a student's ability to take feedback and defend their stance, to use evidence to strengthen an argument, to give feedback in a constructive way. See grade-level and content examples in guidance.

34 This can be demonstrated through the lesson plan, discussion, as well as sharing the data used to determine groups and how often they change.

TEACH 6. Organize classroom and implement routines to support a learning-focused classroom

Teachers create a classroom culture of high expectations, student ownership, and academic risk-taking. During the lesson, routines are in use in order to focus students on learning. Routines should help to maximize instructional time, ensure smooth transitions, increase student understanding of responsibilities, and provide a safe environment for students to take academic risks.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
In addition to all of the elements in Level 3, Level 4 includes: • Through engagement in learning, students are not idle. • Students demonstrate ownership of learning and engagement in the classroom community.	• Teacher effectively focuses class time for student learning. • Teacher engages students to direct many of the transitions and routines.[35] • Students demonstrate they generally know their responsibilities and know what to do next. • After initial teacher direction, transitions are smooth and require minimal teacher prompting. • Teacher utilizes space and routines to support a positive, learning-focused classroom where student work and experiences are celebrated. • Teacher's arrangement of classroom increases the efficiency of student movement and transitions. • Teacher arranges materials and resources so that they are easily accessible for students.	• Teacher sometimes focuses class time for student learning. • Routines and procedures run smoothly with some prompting from the teacher. • Students demonstrate they are sometimes unclear about what they should be doing and may ask questions frequently. • Transitions are smooth, with some teacher prompting throughout. • Teacher utilizes space and routines to support a positive, learning-focused classroom. • Teacher's arrangement of classroom allows for efficient student movement and transitions. • Teacher arranges materials and resources, but students must rely on teacher for access to most.	• Teacher does not focus class time to support student learning. • There are no evident routines or procedures, or they require significant teacher prompting and direction. • Students demonstrate they are unclear about what they should be doing and ask questions constantly or do not follow teacher directions. • Transitions are disorderly and/or require full direction from teacher. • Teacher does not utilize space and routines to support a positive, learning-focused classroom. • Teacher's arrangement of classroom limits efficient student movement and transitions. • Teacher controls access to materials and students do not have access to them, or materials are not accessible due to lack of organization.

When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.

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35 Teachers do not have to direct all transitions and routines in the classroom. Students can be chosen to direct transitions and routines while the teacher completes another task that supports maximizing instructional time. Examples include, but are not limited to, students collecting assignments, distributing materials,

TEACH 7. Engage students in social-emotional practices to support positive behavior

To support student learning and well-being, teachers utilize social-emotional practices to encourage student self-awareness and self-management of behavior. When students need additional supports to monitor their behavior, it should be done with minimal impact to the flow of the class and learning of others.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
In addition to all of the elements in Level 3, Level 4 includes: • In addition to respectful rapport among teacher and students, student to student interactions demonstrate a positive rapport and mutual respect.	• Teacher engages students in self-reflection to increase self-awareness and self-management. • With teacher support, students use effective relationship skills to successfully engage with members of the classroom community. • With teacher support, students self-manage their behavior. • Teacher's high behavioral expectations are clear to students, and teacher consistently holds students accountable for meeting those expectations. • When students exhibit off-task behavior in the classroom, they are easily refocused with minimal teacher prompting[36]. • When needed, teacher appropriately addresses, redirects or de-escalates[37] student misbehavior or disruption in a manner that solves the issue with minimal disruption to the lesson or other student learning[38].	• Teacher sometimes engages students in self-reflection that increases self-awareness. • With teacher support, students attempt to use relationship skills to engage with other members of the classroom community. • With teacher support, few students self-manage behavior. • Teacher's high behavioral expectations may be unclear to students and/or teacher inconsistently holds students accountable for meeting those expectations. • Students exhibit frequent off-task behavior in the classroom that require significant teacher prompting. • When needed, teacher addresses, redirects or de-escalates student misbehavior or disruption in a manner that solves the issue but with disruption to the lesson or other student learning.	• Teacher does not engage students in self-reflection that increases self-awareness. • Teacher does not support students in their use of relationship skills when engaging with other members of the classroom community. • With minimal teacher support, students do not self-manage behavior. • Teacher has low or no behavioral expectations established in the classroom. • Students exhibit consistent off-task or challenging behavior in the classroom. The teacher does not address. • Teacher does not address or redirect student misbehavior or disruption or does so in a manner that does not solve the issue.[39]

When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.

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36 Prompting can include both verbal and non-verbal prompting to include proximity or a non-verbal cue.
37 Teacher respects students' dignity and is sensitive to students' needs when addressing misbehavior.
38 For example, using proximity, positive incentives, structures or teacher shifts the rest of the class into an activity that allows teacher to individually address student behavior.
39 Student misbehaviors continue or escalate or teacher inappropriately dismisses student.

REFLECT & ADJUST 1. Modify instruction in response to data

After teaching a lesson, teachers should modify future lessons to include findings from formative assessments. These modifications can include changes to long-term plans and plans for reteaching. Teachers should also use data to make recommendations for additional student supports based on progress during lessons. This reflection should occur after the lesson through teacher self-assessment and/or discussion.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
In addition to all of the elements in Level 3, Level 4 includes: • Teacher actively seeks feedback from peers and makes adjustments to instruction as a result. • Teacher engages with peers during collaborative planning in order to monitor data and make plans to modify instruction according to trends.	• Using data from formative assessments, teacher shares how future lessons will be informed by data from observed lesson. • Based on lesson, teacher adjusts long-term plans to accommodate reteaching and address findings from formative assessments. • Reteaching meets the needs of individuals and groups to ensure student progress toward mastering objectives and grade-level standards. • Teacher spirals key skills and concepts to ensure maintenance of knowledge. • As needed, teacher appropriately recommends students for tiered interventions and regularly follows up on interventions provided for students.	• Using data from formative assessments, teacher does not describe how future lessons will be informed by data from observed lesson. • Based on lesson, teacher attempts to adjust long-term plans to accommodate re-teaching but may not address the findings from formative assessments. • Teacher makes an attempt at re-teaching but it does not meet the needs of individuals and/or groups.[40] • Teacher spirals some skills and concepts to ensure maintenance of knowledge. • Teacher recommends students for tiered intervention and occasionally follows up on interventions provided for students.	• Teacher does not use data from observed lesson to inform future lessons. • Teacher does not adjust long-term plans to accommodate reteaching. • Teacher does not make an attempt to reteach. • Teacher does not spiral skills and concepts to support maintenance of knowledge. • Teacher does not recommend students for tiered intervention or may over- or under-identify students requiring interventions, and rarely follows up on interventions provided for students.

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40 An unsuccessful attempt at reteaching can be the result of reteaching in the same manner was originally taught or a lack of understanding of why the first attempt was unsuccessful.

REFLECT & ADJUST 2. Reflect on teaching practice

Teachers models life-long learning and focus on continuous improvement of practice. As a part of this, teachers should reflect on their own practice and identify ways it impacts students, the class flow, and culture. Through these reflections, teachers can determine strategies or strengths to share with colleagues and needs for professional development. This reflection should occur after the lesson through teacher self-assessment and/or discussion.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
In addition to all of the elements in Level 3, Level 4 includes: • Teacher develops and implements a plan to address areas of growth. • Teacher finds resources for themselves and share resources with others. • Student input is considered as a key part of teacher's assessment of classroom space and culture.	• Teacher describes and reflects on their role in the outcome of student data. Teacher makes adjustments to assure students' academic achievement. • When reflecting on the lesson, the teacher has specific ideas about how the lesson could be improved. • The teacher identifies an area of growth opportunity and asks for specific support or feedback. • The teacher reflects on the lesson preparation process and its impact on the lesson. • Teacher describes how their current practice incorporates feedback from the past.	• Teacher describes their role in the outcome of student data. Teacher makes adjustments to assure some students' academic achievement. • When reflecting on the lesson, the teacher has unclear ideas about how the lesson could be improved. • The teacher identifies an area of growth opportunity or asks for support or feedback. • The teacher reflects on the lesson preparation process. • Teacher describes past feedback, but cannot show implementation in their current practice.	• Teacher does not describe or reflect on their role in the outcome of student data. Teacher does not make adjustments to assure students' academic achievement. • The teacher does not identify an area of growth opportunity or ask for support or feedback. • The teacher does not reflect on the lesson preparation process or its impact on the lesson. • Teacher does not share past feedback. • Teacher does not reflect or assess on his or her impact on the classroom culture and space.