

Thoughtful Classroom (Owosso)

Rubric ID = 7620

Dimension 1: Organization, Rules and Procedures

Checkboxes

Show respect for each other and the classroom
 Have access to necessary supplies and resources
 Understand classroom rules and procedures and follow them
 Make good use of their time
 Know what to do (self-directed)
 Take responsibility for their own learning
 Have a positive attitude
 Use conflict-resolution techniques when there is a disagreement

Element	Novice (Ineffective)	Developing (Minimally Effective)	Proficient (Effective)	Expert (Highly Effective)
Organizing classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize learning, and meet your overall goals and objectives	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Keeping the flow of activities in the classroom moving smoothly	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Establishing a manageable set of classroom rules and	Minimal or no commitment to this dimension. The	Initial commitment to this dimension. The teacher is using	Clear commitment to this dimension. The teacher applies	Strong commitment to this dimension that shows advanced

<p>procedures and communicating with students about them regularly (e.g., posting them, modeling them, explaining the rationale behind them, discussing their applications, and refining if necessary)</p>	<p>practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>relevant instructional practices that have a positive impact on student learning.</p>	<p>expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Providing clear directions for classroom tasks using a variety of modalities (e.g., verbal, visual, physical demonstration) and checking to make sure students understand their roles and responsibilities</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Developing an effective plan for managing student behavior that includes positive consequences, negative consequences, and an appropriate level of home involvement</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Managing non-instructional duties (e.g., taking attendance, distributing materials and take-home notices, lunch counts) with minimal disruption to classroom learning</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive</p>

				impact on student learning.
Working effectively with other adults in the classroom (e.g., co-teachers, paraprofessionals, aides, student teachers)	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.

Dimension 2: Positive Relationships

Checkboxes
 Are respectful of each other and the teacher
 Collaborate with each other
 Participate in whole-class and small-group discussions
 Feel that 'we are all in this together'
 Display empathy
 Share their feelings
 Resolve conflicts
 Have a voice

Element	Novice (Ineffective)	Developing (Minimally Effective)	Proficient (Effective)	Expert (Highly Effective)
Maintaining a positive and "with it" demeanor that shows students you care about what's going on in the classroom and are committed to the idea that "we're all in this together"	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Getting to know your students and incorporating their interests, aspirations, and backgrounds	Minimal or no commitment to this dimension. The practices are not	Initial commitment to this dimension. The teacher is using relevant instructional	Clear commitment to this dimension. The teacher applies relevant instructional	Strong commitment to this dimension that shows advanced expertise. The teacher

<p>into the curriculum</p>	<p>being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>practices that have a positive impact on student learning.</p>	<p>applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Differentiating instruction and assessment so students of all styles and ability levels can experience the joys of success</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Building a classroom community that insists on respect and mutual support for each student's learning and provides opportunities for students to become familiar with each other</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Designing learning experiences that call for high levels of collaboration, discussion, and interaction among students</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>

<p>Maintaining an open and appropriate level of communication with students and the home</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Showing you care about your students as individuals</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>

Dimension 3: Engagement and Enjoyment

Checkboxes

- Are energetic and enthusiastic
- Display effort
- Enjoy themselves in the classroom
- Express their own interests, ideas, and insights
- Are on-task and motivated
- Stretch their minds with different forms of thinking

Element	Novice (Ineffective)	Developing (Minimally Effective)	Proficient (Effective)	Expert (Highly Effective)
<p>Using the four basic motivational drives - success, curiosity, originality, and relationships- to engage all learners</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular</p>

	learning.	can be increased.		learning situations. These practices have a consistently positive impact on student learning.
Using key "motivational levers" like controversy, choice, and competition to increase students' commitment to learning	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Employing a wide variety of tools and strategies to keep your teaching fresh and keep your students excited and on-task	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Communicating and maintaining a passion for teaching, learning, and quality work throughout your lessons and units	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Tapping into the power of "selfhood": encouraging students to pursue their own	Minimal or no commitment to this dimension. The	Initial commitment to this dimension. The teacher is using	Clear commitment to this dimension. The teacher applies	Strong commitment to this dimension that shows advanced

<p>interests, make their own choices, develop their own perspectives, and express their values and dreams</p>	<p>practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>relevant instructional practices that have a positive impact on student learning.</p>	<p>expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Creating a classroom environment that has the capacity to surprise and delight (e.g., through enthusiasm, humor, novelty, color, movement)</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>

Dimension 4: A Culture of Thinking and Learning

Checkboxes

- Use different forms of critical thinking
- Show curiosity
- Use thinking and learning strategies
- Support their thinking with evidence
- Use academic vocabulary
- Ask meaningful questions
- Challenge themselves
- Apply technology in meaningful ways
- Exhibit habits of mind to work through problems

<p>Element</p>	<p>Novice (Ineffective)</p>	<p>Developing (Minimally Effective)</p>	<p>Proficient (Effective)</p>	<p>Expert (Highly Effective)</p>
<p>Challenging students' minds with rigorous texts and content and equipping them with the skills they need to handle rigorous content</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations.</p>

				These practices have a consistently positive impact on student learning.
Engaging students in higher-order thinking challenges (e.g., inquiry, investigation, problem-based learning, action research projects)	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Teaching students how to use strategies on their own, as tools and frameworks for thinking and learning (e.g., moving from using Compare & Contrast to teaching students how to conduct their own comparative analyses).	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Probing, extending, and clarifying student responses using effective questioning techniques	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Encouraging discussion, dialogue, and debate around important ideas	Minimal or no commitment to this dimension. The practices are not	Initial commitment to this dimension. The teacher is using relevant instructional	Clear commitment to this dimension. The teacher applies relevant instructional	Strong commitment to this dimension that shows advanced expertise. The teacher

	being used or need reconsideration because they are not having their intended effects on student learning.	practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	practices that have a positive impact on student learning.	applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.
Providing students opportunities to make relevant connections between core content and other disciplines.	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.
Using technology as a tool for fostering critical thinking, creative expression, and problem solving	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.
Working with students to consciously develop key habits of mind (e.g., persistence, slowing down thinking, being careful, asking questions, paying attention to your own thinking, etc.)	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.

Dimension 5: Preparing Students for New Learning

Checkboxes

Understand/restate learning goals in their own words
 Ask questions about learning goals
 Know what they have to produce and what's expected of them
 Assess their own knowledge of vocabulary
 Call up their prior knowledge
 Generate questions about content or personal goals
 Understand the plan for learning goals

Element	Novice (Ineffective)	Developing (Minimally Effective)	Proficient (Effective)	Expert (Highly Effective)
Selecting relevant standards that are appropriate to your content and grade level	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
"Unpacking" standards and turning them into clear learning goals and targets	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Using essential questions to guide learning and promote deep thinking	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.

	effects on student learning.	on student learning can be increased.		needs and particular learning situations. These practices have a consistently positive impact on student learning.
Beginning lessons and units with engaging "hooks" - thought-provoking activities or questions- that capture student interest and activate their prior knowledge	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.
Assessing students' background knowledge, skill levels, and interests relative to learning goals and targets	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.
Introducing students to the key vocabulary terms they will need to know and understand to successfully learn the content	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.
Helping students develop insights into the products they'll	Minimal or no commitment to this	Initial commitment to this dimension. The	Clear commitment to this dimension. The	Strong commitment to this dimension that

<p>be creating, performances they'll be delivering, and/or tasks they'll be completing to demonstrate what they've learned (e.g., providing models of high-quality work, rubrics, checklists, etc.)</p>	<p>dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Encouraging students to establish personal learning goals and plans for achieving them</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>

Dimension 6: Presenting New Learning

Checkboxes

- Actively process new content (e.g., notes, questions, provisional writing)
- Are able to identify big ideas and important details
- Communicate about their learning
- Can answer questions about their learning
- Raise their own questions
- Can summarize what they've learned
- Make connections to the real world

Element	Novice (Ineffective)	Developing (Minimally Effective)	Proficient (Effective)	Expert (Highly Effective)
<p>Designing lessons and units around the way the content is organized (e.g., topic-subtopic, cycle, procedural, comparison, etc.) and breaking the content up into manageable "chunks"</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a</p>

				consistently positive impact on student learning.
Incorporating multiple sources of information, including multimedia resources, into lessons to help students acquire new knowledge	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Demonstrating high-quality communication skills (e.g., expressive language, rich vocabulary, proper use)	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Using a variety of presentation techniques (e.g., visuals, drama, stories, use of imagery, etc.) to make lessons vivid and memorable (presenting declarative information)	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Using modeling and think-alouds to help students understand the thinking skills, processes, and procedures they'll	Minimal or no commitment to this dimension. The practices are not being used or need	Initial commitment to this dimension. The teacher is using relevant instructional practices but the	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant

<p>need to master (presenting procedural information)</p>	<p>reconsideration because they are not having their intended effects on student learning.</p>	<p>practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>positive impact on student learning.</p>	<p>instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Using a variety of questions and response techniques (e.g., signaling, surveying, whiteboard-response systems, Think-Pair-Share, provisional writing) to check for understanding in real time</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Making use of outside resources (e.g., field trips, guest speakers from community, interactive technology) to make learning authentic</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Helping students assemble big ideas and important details through notemaking, summarizing, graphic organizers, and/or other forms of linguistic and nonlinguistic representation</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>

Dimension 7: Deepening and Reinforcing New Learning

Checkboxes

Are able to distinguish between what they know, don't know, and what they need to work on
 Practice and rehearse
 Use writing and thinking strategies
 Display effort
 Coach each other
 Use feedback (what they see, hear) to assess and modify their performance
 Think critically - synthesize and discuss ideas, give explanations, make new hypotheses

Element	Novice (Ineffective)	Developing (Minimally Effective)	Proficient (Effective)	Expert (Highly Effective)
Identifying critical junctures in the learning sequence, establishing targets that students must achieve at each juncture before moving on	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Using a variety of formative assessment activities to help students assess their progress toward the learning targets.	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Building in periodic review and guided practice opportunities to help students master key skills and content	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.

	effects on student learning.	on student learning can be increased.		needs and particular learning situations. These practices have a consistently positive impact on student learning.
Providing clear and descriptive feedback to help students refine their use of key skills and/or deepen their comprehension	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Using heterogeneous and homogeneous groups to maximize student learning (e.g., grouping students according to ability levels, interests, learning styles, etc.)	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Providing a wide variety of resources (e.g., manipulatives, models, learning centers, multimedia) to enhance practice and learning	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Providing students opportunities to process new	Minimal or no commitment to this	Initial commitment to this dimension. The	Clear commitment to this dimension. The	Strong commitment to this dimension that

<p>knowledge deeply through questions, discussion, and critical thinking activities</p>	<p>dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Assigning purposeful and grade-appropriate homework for students to practice and reinforce learning</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>

Dimension 8: Applying Learning

Checkboxes

- Plan out their work
- Analyze and revise their own work to improve its quality
- Incorporate feedback into their revisions
- Use rubrics and checklists
- Develop meaningful products
- Present and explain their work
- Take pride in their work

Element	Novice (Ineffective)	Developing (Minimally Effective)	Proficient (Effective)	Expert (Highly Effective)
<p>Aligning your summative assessments with learning goals and targets</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a</p>

				consistently positive impact on student learning.
Designing culminating assessments that require students to transfer their learning in meaningful ways	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Engaging students in problems and projects that capture student interest and have relevance in the world beyond the classroom	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Equipping students with the planning and self-assessment skills they need to analyze and address task demands	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
Reviewing and making sure students understand what's expected of them (e.g., examining rubrics, checklists,	Minimal or no commitment to this dimension. The practices are not being used or need	Initial commitment to this dimension. The teacher is using relevant instructional practices but the	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant

<p>models of exemplary work, etc.)</p>	<p>reconsideration because they are not having their intended effects on student learning.</p>	<p>practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>positive impact on student learning.</p>	<p>instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Providing feedback to students while they work so they can refine their products and produce quality work</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Differentiating assessment tasks so that students can show what they know in different ways</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>

Dimension 9: Helping Students Reflect on and Celebrate Learning

Checkboxes

- Take a step back to see the big picture
- Ask questions
- Talk about their own learning process
- Talk about the content
- Make meaningful connections and generalizations
- Look back at their learning goals to assess their effort and achievement
- Set new goals for themselves
- Compare their performance with previous performances

		Developing	Expert (Highly
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Element	Novice (Ineffective)	(Minimally Effective)	Proficient (Effective)	Effective)
<p>Celebrating student learning and achievement</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Providing students with opportunities to look back on the content so they can make generalizations, develop new insights, and/or formulate questions</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Helping students reflect on their own learning process to identify what they did well and where they'd like to improve</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p>Creating an environment that takes metacognition - or thinking about thinking -seriously</p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With</p>	<p>Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.</p>	<p>Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt</p>

	having their intended effects on student learning.	refinement, the impact on student learning can be increased.		them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.
Helping students review learning goals and targets, assess their level of achievement, and "close the gap" when goals are unmet	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.
Working with students to set future performance goals	Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.	Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.	Clear commitment to this dimension. The teacher applies relevant instructional practices that have a positive impact on student learning.	Strong commitment to this dimension that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students" needs and particular learning situations. These practices have a consistently positive impact on student learning.

Dimension 10: Non-Instructional Professional Practice

Checkboxes

- Self-assesses and works to improve classroom practice
- Develops and implements a professional growth plan
- Seeks out professional development and continuous learning opportunities
- Works with colleagues to improve practice throughout the building
- Maintains an open communication with the entire school community
- Assumes appropriate leadership roles
- Maintains and builds a positive school culture
- Maintains a high level of professionalism at all times
- Adheres to legal responsibilities and current educational policies

Element	Novice (Ineffective)	Developing	Proficient (Effective)	Expert (Highly)
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	(Minimally Effective)			Effective)
Self-assesses and works to improve his or her own classroom practice.	The teacher is reluctant or resistant to professional growth.	The teacher has made an initial commitment to professional growth and applies new learning in the classroom.	The teacher has made a clear commitment to professional growth and regularly applies new learning in the classroom.	The teacher has made a strong commitment to professional growth that is highly evident. The teacher is adept at translating new learning into improved classroom practice. In addition, the teacher has taken an active role in promoting professional learning throughout the school.
Develops and implements a professional growth plan.	The teacher is reluctant or resistant to professional growth.	The teacher has made an initial commitment to professional growth and applies new learning in the classroom.	The teacher has made a clear commitment to professional growth and regularly applies new learning in the classroom.	The teacher has made a strong commitment to professional growth that is highly evident. The teacher is adept at translating new learning into improved classroom practice. In addition, the teacher has taken an active role in promoting professional learning throughout the school.
Seeks out professional development and continuous learning opportunities.	The teacher is reluctant or resistant to professional growth.	The teacher has made an initial commitment to professional growth and applies new learning in the classroom.	The teacher has made a clear commitment to professional growth and regularly applies new learning in the classroom.	The teacher has made a strong commitment to professional growth that is highly evident. The teacher is adept at translating new learning into improved classroom practice. In addition, the teacher has taken an active role in promoting professional learning throughout the school.
Works with colleagues to improve practice throughout the building as part of a professional learning community.	The teacher is reluctant or resistant to professional growth.	The teacher has made an initial commitment to professional growth and applies new learning in the classroom.	The teacher has made a clear commitment to professional growth and regularly applies new learning in the classroom.	The teacher has made a strong commitment to professional growth that is highly evident. The teacher is adept at translating new learning into improved classroom

				practice. In addition, the teacher has taken an active role in promoting professional learning throughout the school.
Maintains open communication with the entire school community (e.g., administrators, teachers, parents, students).	The teacher is not contributing to the school community beyond his or her classroom.	The teacher will contribute to the larger school community, but often requires prompting from colleagues or superiors.	The teacher is a regular and active contributor to the school community.	The teacher contributes to the school community consistently with passion and enthusiasm. The teacher is recognized as a leader and role model within the school community.
Assumes appropriate leadership roles	The teacher is not contributing to the school community beyond his or her classroom.	The teacher will contribute to the larger school community, but often requires prompting from colleagues or superiors.	The teacher is a regular and active contributor to the school community.	The teacher contributes to the school community consistently with passion and enthusiasm. The teacher is recognized as a leader and role model within the school community.
Maintains and builds a positive school culture	The teacher is not contributing to the school community beyond his or her classroom.	The teacher will contribute to the larger school community, but often requires prompting from colleagues or superiors.	The teacher is a regular and active contributor to the school community.	The teacher contributes to the school community consistently with passion and enthusiasm. The teacher is recognized as a leader and role model within the school community.
Maintains a high level of professionalism at all times.	The teacher needs to be reminded of school rules and has little to no awareness of larger educational policy (e.g., state and national initiatives).	The teacher generally follows school rules but has only a basic awareness of educational policy beyond the school walls.	The teacher adheres to school rules and is generally aware of major changes in educational policy.	The teacher is a committed professional who follows and promotes school rules. The teacher understands the purpose of educational policies and how they affect classroom practice and the educational community.
Adheres to legal	The teacher needs to	The teacher generally	The teacher adheres to	The teacher is a

<p>responsibilities and current educational policies</p>	<p>be reminded of school rules and has little to no awareness of larger educational policy (e.g., state and national initiatives).</p>	<p>follows school rules but has only a basic awareness of educational policy beyond the school walls.</p>	<p>school rules and is generally aware of major changes in educational policy.</p>	<p>committed professional who follows and promotes school rules. The teacher understands the purpose of educational policies and how they affect classroom practice and the educational community.</p>
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Dimension 11: Student Growth Assessment

<p>Element</p>	<p>Novice (Ineffective)</p>	<p>Developing (Minimally Effective)</p>	<p>Proficient (Effective)</p>	<p>Expert (Highly Effective)</p>
<p>Student Growth Assessment</p>	<p>There is little evidence provided to demonstrate that the teacher uses assessments that align with contemporary methodologies and data that go beyond the lowest levels of knowledge (recall). The self reflection is weak, includes a limited variety of data, and is general and broad in nature. Student growth is reported in a general manner with no evidence of reflection about exceptional students. The reflection is rudimentary (basic, not very developed) and lacks depth to demonstrate the use of meaningful assessments to drive relevant and significant learning for students. The reflection is based on insignificant learning concepts and ideas and outdated assessment practices. There is little to no</p>	<p>There is evidence provided that the teacher uses assessments and data that represent lower levels of knowledge (recall, skill/concept). There is evidence that occasionally, assignments and isolated questions on assessments expect students to think beyond mere recall/knowledge level skills. Elementary= Reading, Writing, Mathematics, Science, Social Studies; IB context is minimal Secondary= Most courses both semesters, most preps. The self reflection is limited in detail and includes minimal depth and scope. Data is minimally analyzed; rather it summarizes generalities and attends minimally to students across the learning spectrum. There are gaps in the analyses such that the most advanced and most struggling</p>	<p>There is evidence of a good analysis of both quantitative and/or qualitative measures of student growth for students across all subjects or courses. Elementary= Reading, Writing, Mathematics, Science, Social Studies IB context*; Secondary= All courses and preparation periods both semesters* is evident. Reflection includes evidence that many learning goals within his/her classroom and course(s) include assessments focused on essential applications for learning, critical thinking, creativity, application-based, connected demonstrations of learning. Student growth includes appropriate attention to all levels of knowledge with apparent attention to higher levels (strategic and extended</p>	<p>There is comprehensive evidence provided within the analysis of multiple measures of student growth for all students across all subjects or courses. Elementary = Reading, Writing, Mathematics, Science, Social Studies; Secondary= all classes per prep. Both quantitative (i.e. predominantly IB rubric-driven assessments) and qualitative data (i.e. attitudes and perceptions surveys, student self reflections) are utilized as the basis for analysis. Reflection is rich with evidence that the learning goals within his/her classroom and courses are aligned with assessments focused on essential applications for learning, critical thinking, creativity, application-based, connected</p>

	<p>evidence that meaningful feedback is provided to students to improve student achievement. The lack of evidence and lack of depth in the reflection causes concern that knowledge and the pedagogy of the teacher are seriously deficient.</p>	<p>learners growth is not accounted for. The majority of the reflection draws from assessments that are largely skill-based learning concepts and ideas. The reflection includes minimal evidence to demonstrate the use of assessments or providing ongoing feedback to students to improve their achievement. The minimal nature of the reflection (and lack of evidence provided or documented) causes concern that knowledge and the pedagogy of the teacher needs to improve.</p>	<p>thinking). The reflection is based largely on important concepts and ideas and the teacher provides evidence of knowledge about the content and methods used to draw conclusions from assessments and regularly provides feedback to students to improve student growth. Student growth is analyzed with a fair amount of attention given to reflecting on all students, including those most struggling, those on-target, and those most advanced).</p>	<p>demonstrations of learning. It is clear that student growth includes appropriate attention to all levels of knowledge with emphasis on the higher levels (strategic and extended thinking). The reflection is based on important concepts and ideas and the teacher provides evidence of deep knowledge about the content and methods used to draw conclusions from assessments and provides ongoing, meaningful feedback to students to ultimately improve student growth. Student growth analyses goes beyond generalizations and includes careful attention to all learners on the developmental spectrum (most struggling, on-target, and most advanced students).</p>
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<p style="text-align: center;">Dimension 12: Student Growth: IB Unit</p>				
<p style="text-align: center;">Element</p>	<p style="text-align: center;">Novice (Ineffective)</p>	<p style="text-align: center;">Developing (Minimally Effective)</p>	<p style="text-align: center;">Proficient (Effective)</p>	<p style="text-align: center;">Expert (Highly Effective)</p>
<p>IB Unit</p>	<p>There is little to no evidence that IB instructional practices, including use of IB assessments and rubrics, are used at all.</p>	<p>There is some evidence that IB instructional practices, including use of IB assessments and rubrics, are used but only minimally.</p>	<p>PYP and MYP units of instruction are an important component of the teaching and learning program (e.g. The Learner Profile, Essential Questions, Use of IB Rubrics and Assessment Criteria).</p>	<p>PYP and MYP units of instruction are an important component of the teaching and learning program (e.g. The Learner Profile, Essential Questions, Use of IB Rubrics and Assessment Criteria). Most learning experiences are linked to Essential Questions,</p>

				allowing students to learn important concepts in cross-curricular, meaningful ways.
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Dimension 13: Student Growth: Pre/Post Real Life Application

Element	Novice (Ineffective)	Developing (Minimally Effective)	Proficient (Effective)	Expert (Highly Effective)
Pre/Post Real Life Application in Learning Student Responses	There is little evidence provided to demonstrate that the teacher uses assessments and data that go beyond the lowest levels of knowledge (recall).	There is evidence provided that the teacher uses assessments and data that represent lower levels of knowledge (recall, skill/concept).	A good analysis of both quantitative and/or qualitative measures of student growth for representative students across at least one subject or courses.	A comprehensive analysis of multiple measures of student growth for most students across all subjects or courses is evident.