

# Thoughtful Classroom (Owosso)

Rubric ID = 9311

## 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)
<b>Organizing classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize learning, and meet your overall goals and objectives</b>	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.
<b>Keeping the flow of activities in the classroom moving smoothly</b>	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.
<b>Establishing a manageable set of classroom rules and 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)</b>	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.

<p><b>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</b></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><b>Developing an effective plan for managing student behavior that includes positive consequences, negative consequences, and an appropriate level of home involvement</b></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><b>Managing non-instructional duties (e.g., taking attendance, distributing materials and take-home notices, lunch counts) with minimal</b></p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement.</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</p>

<p><b>disruption to classroom learning</b></p>	<p>their intended effects on student learning.</p>	<p>With refinement, the impact on student learning can be increased.</p>		<p>able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p><b>Working effectively with other adults in the classroom (e.g., co-teachers, paraprofessionals, aides, student teachers)</b></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 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)
<b>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"</b>	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.

<p><b>Getting to know your students and incorporating their interests, aspirations, and backgrounds into the curriculum</b></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><b>Differentiating instruction and assessment so students of all styles and ability levels can experience the joys of success</b></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><b>Building a classroom community that insists on respect and mutual support for each student's learning and provides opportunities for students</b></p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement.</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</p>

<p><b>to become familiar with each other</b></p>	<p>their intended effects on student learning.</p>	<p>With refinement, the impact on student learning can be increased.</p>		<p>able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>
<p><b>Designing learning experiences that call for high levels of collaboration, discussion, and interaction among students</b></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><b>Maintaining an open and appropriate level of communication with students and the home</b></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</p>

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<b>Showing you care about your students as individuals</b>	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 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)
<b>Using the four basic motivational drives - success, curiosity, originality, and relationships- to engage all learners</b>	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.
<b>Using key "motivational levers" like controversy, choice, and competition to</b>	Minimal or no commitment to this dimension. The practices are not being used	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

<p><b>increase students' commitment to learning</b></p>	<p>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>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><b>Employing a wide variety of tools and strategies to keep your teaching fresh and keep your students excited and on-task</b></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><b>Communicating and maintaining a passion for teaching, learning, and quality work throughout your lessons and units</b></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</p>

				situations. These practices have a consistently positive impact on student learning.
<b>Tapping into the power of "selfhood": encouraging students to pursue their own interests, make their own choices, develop their own perspectives, and express their values and dreams</b>	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.
<b>Creating a classroom environment that has the capacity to surprise and delight (e.g., through enthusiasm, humor, novelty, color, movement)</b>	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 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

Element	Novice (Ineffective)	Developing (Minimally Effective)	Proficient (Effective)	Expert (Highly Effective)
<b>Challenging students' minds with rigorous texts and content and equipping them with the skills they need to handle rigorous content</b>	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.

<p><b>Engaging students in higher-order thinking challenges (e.g., inquiry, investigation, problem-based learning, action research projects)</b></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><b>Teaching students how to use strategies on their own, as tools and frameworks for thinking and learning (e.g., moving from using Compare &amp; Contrast to teaching students how to conduct their own comparative analyses).</b></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><b>Probing, extending, and clarifying student responses using effective questioning techniques</b></p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement.</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</p>

	their intended effects on student learning.	With refinement, the impact on student learning can be increased.		able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
<b>Encouraging discussion, dialogue, and debate around important ideas</b>	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.
<b>Providing students opportunities to make relevant connections between core content and other disciplines.</b>	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

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<b>Using technology as a tool for fostering critical thinking, creative expression, and problem solving</b>	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.
<b>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.)</b>	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)
<b>Selecting relevant standards that are appropriate to your content and grade level</b>	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.
<b>"Unpacking" standards and turning them into</b>	Minimal or no commitment to this dimension. The	Initial commitment to this dimension. The teacher is	Clear commitment to this dimension. The teacher	Strong commitment to this dimension that shows



<p><b>clear learning goals and targets</b></p>	<p>practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>applies relevant instructional practices that have a positive impact on student learning.</p>	<p>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><b>Using essential questions to guide learning and promote deep thinking</b></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><b>Beginning lessons and units with engaging "hooks" -thought-provoking activities or questions- that capture student interest and activate their prior knowledge</b></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</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</p>

		on student learning can be increased.		particular learning situations. These practices have a consistently positive impact on student learning.
<b>Assessing students' background knowledge, skill levels, and interests relative to learning goals and targets</b>	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.
<b>Introducing students to the key vocabulary terms they will need to know and understand to successfully learn the content</b>	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.

<p><b>Helping students develop insights into the products they'll 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.)</b></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><b>Encouraging students to establish personal learning goals and plans for achieving them</b></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)
<b>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"</b>	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.
<b>Incorporating multiple sources of information, including multimedia</b>	Minimal or no commitment to this dimension. The	Initial commitment to this dimension. The teacher is	Clear commitment to this dimension. The teacher	Strong commitment to this dimension that shows

<p><b>resources, into lessons to help students acquire new knowledge</b></p>	<p>practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>applies relevant instructional practices that have a positive impact on student learning.</p>	<p>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><b>Demonstrating high-quality communication skills (e.g., expressive language, rich vocabulary, proper use)</b></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><b>Using a variety of presentation techniques (e.g., visuals, drama, stories, use of imagery, etc.) to make lessons vivid and memorable (presenting declarative information)</b></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</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</p>

		on student learning can be increased.		particular learning situations. These practices have a consistently positive impact on student learning.
<b>Using modeling and think-alouds to help students understand the thinking skills, processes, and procedures they'll need to master (presenting procedural information)</b>	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.
<b>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</b>	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.

<p><b>Making use of outside resources (e.g., field trips, guest speakers from community, interactive technology) to make learning authentic</b></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><b>Helping students assemble big ideas and important details through note making, summarizing, graphic organizers, and/or other forms of linguistic and nonlinguistic representation</b></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)
<b>Identifying critical junctures in the learning sequence, establishing targets that students must achieve at each juncture before moving on</b>	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.
<b>Using a variety of formative assessment activities to help students</b>	Minimal or no commitment to this dimension. The	Initial commitment to this dimension. The teacher is	Clear commitment to this dimension. The teacher	Strong commitment to this dimension that shows



<p><b>assess their progress toward the learning targets.</b></p>	<p>practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>applies relevant instructional practices that have a positive impact on student learning.</p>	<p>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><b>Building in periodic review and guided practice opportunities to help students master key skills and content</b></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><b>Providing clear and descriptive feedback to help students refine their use of key skills and/or deepen their comprehension</b></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</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</p>

		on student learning can be increased.		particular learning situations. These practices have a consistently positive impact on student learning.
<b>Using heterogeneous and homogeneous groups to maximize student learning (e.g., grouping students according to ability levels, interests, learning styles, etc.)</b>	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.
<b>Providing a wide variety of resources (e.g., manipulatives, models, learning centers, multimedia) to enhance practice and learning</b>	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.

<p><b>Providing students opportunities to process new knowledge deeply through questions, discussion, and critical thinking activities</b></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><b>Assigning purposeful and grade-appropriate homework for students to practice and reinforce learning</b></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)
<b>Aligning your summative assessments with learning goals and targets</b>	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.
<b>Designing culminating assessments that require students to transfer their</b>	Minimal or no commitment to this dimension. The	Initial commitment to this dimension. The teacher is	Clear commitment to this dimension. The teacher	Strong commitment to this dimension that shows

<p><b>learning in meaningful ways</b></p>	<p>practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p>	<p>using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.</p>	<p>applies relevant instructional practices that have a positive impact on student learning.</p>	<p>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><b>Engaging students in problems and projects that capture student interest and have relevance in the world beyond the classroom</b></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><b>Equipping students with the planning and self-assessment skills they need to analyze and address task demands</b></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</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</p>

		on student learning can be increased.		particular learning situations. These practices have a consistently positive impact on student learning.
<b>Reviewing and making sure students understand what's expected of them (e.g., examining rubrics, checklists, models of exemplary work, etc.)</b>	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.
<b>Providing feedback to students while they work so they can refine their products and produce quality work</b>	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.

<p><b>Differentiating assessment tasks so that students can show what they know in different ways</b></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>
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## 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

Element	Novice (Ineffective)	Developing (Minimally Effective)	Proficient (Effective)	Expert (Highly Effective)
<b>Celebrating student learning and achievement</b>	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.



<p><b>Providing students with opportunities to look back on the content so they can make generalizations, develop new insights, and/or formulate questions</b></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><b>Helping students reflect on their own learning process to identify what they did well and where they'd like to improve</b></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><b>Creating an environment that takes metacognition - or thinking about thinking -seriously</b></p>	<p>Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having</p>	<p>Initial commitment to this dimension. The teacher is using relevant instructional practices but the practices need further refinement.</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</p>

	their intended effects on student learning.	With refinement, the impact on student learning can be increased.		able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
<b>Helping students review learning goals and targets, assess their level of achievement, and "close the gap" when goals are unmet</b>	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.
<b>Working with students to set future performance goals</b>	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.
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## 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 (Minimally Effective)	Proficient (Effective)	Expert (Highly Effective)
<b>Self-assesses and works to improve his or her own classroom practice.</b>	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.

<p><b>Develops and implements a professional growth plan.</b></p>	<p>The teacher is reluctant or resistant to professional growth.</p>	<p>The teacher has made an initial commitment to professional growth and applies new learning in the classroom.</p>	<p>The teacher has made a clear commitment to professional growth and regularly applies new learning in the classroom.</p>	<p>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.</p>
<p><b>Seeks out professional development and continuous learning opportunities.</b></p>	<p>The teacher is reluctant or resistant to professional growth.</p>	<p>The teacher has made an initial commitment to professional growth and applies new learning in the classroom.</p>	<p>The teacher has made a clear commitment to professional growth and regularly applies new learning in the classroom.</p>	<p>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.</p>
<p><b>Works with colleagues to improve practice throughout the building</b></p>	<p>The teacher is reluctant or resistant to professional growth.</p>	<p>The teacher has made an initial commitment to professional growth and</p>	<p>The teacher has made a clear commitment to professional growth and regularly applies</p>	<p>The teacher has made a strong commitment to professional growth that is</p>

<b>as part of a professional learning community.</b>		applies new learning in the classroom.	new learning in the classroom.	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.
<b>Maintains open communication with the entire school community (e.g., administrators, teachers, parents, students).</b>	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.
<b>Assumes appropriate leadership roles</b>	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.
<b>Maintains and builds a positive school culture</b>	The teacher is not contributing to the school	The teacher will contribute to the larger school community, but often	The teacher is a regular and active contributor to the school community.	The teacher contributes to the school community consistently with passion

	community beyond his or her classroom.	requires prompting from colleagues or superiors.		and enthusiasm. The teacher is recognized as a leader and role model within the school community.
<b>Maintains a high level of professionalism at all times.</b>	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.
<b>Adheres to legal responsibilities and current educational policies</b>	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.

## Dimension 11: Student Growth Assessment

Element	Novice (Ineffective)	Developing (Minimally Effective)	Proficient (Effective)	Expert (Highly Effective)
<b>Student Growth Assessment</b>	<p>1. The evidence provided demonstrates that the teacher uses assessments that require students to primarily recall information. 2. Pre and post assessments are rarely used to drive instructional decisions and differentiate for individual students. 3. Student growth is reported in a general manner with no evidence of reflection about students of varying abilities. 4. The reflection is rudimentary and lacks depth to demonstrate the use of assessments to drive relevant and significant learning for students.</p>	<p>1. The evidence provided demonstrates that the teacher uses assessments that are largely skill-based learning concepts and ideas. 2. Pre and post assessment are sometimes used to drive instructional decision and differentiate for individual students. 3. Student growth is reported in a simple analysis that includes only qualitative or quantitative measures. The analysis attends minimally to students of varying abilities. 4. The reflection is limited in detail and includes minimal depth and scope.</p>	<p>1. The evidence provided demonstrates the teacher uses assessments focused on application of learning. 2. Pre and post assessments are used often to drive instructional decisions and differentiate for individual students. 3. Student growth is reported with a good analysis of both quantitative and qualitative measures for students across most subjects or courses. A fair amount of attention is given to the range of students on the developmental spectrum. 4. Reflection includes evidence of knowledge about the content and methods used to draw conclusions from assessments.</p>	<p>1. The evidence provided demonstrates the teacher uses assessments that require complex problem solving and higher level thinking skills. 2. Pre and post assessments are used frequently to drive instructional decisions and differentiation for individual students. 3. Student growth is reported in a comprehensive analysis using multiple measures of student growth for most students across all subjects or courses. The analysis includes careful attention to all learners on the developmental spectrum. 4. Reflection is rich with evidence of deep knowledge about the content and methods used to draw conclusions from assessments.</p>



## Dimension 12: Growth Mindset Centered Classroom

Element	Novice (Ineffective)	Developing (Minimally Effective)	Proficient (Effective)	Expert (Highly Effective)
<b>Growth Mindset centered classroom</b>	<p>1. Instructional practices rarely reflect the district's instructional philosophy of IB. 2. Instructional units are rarely aligned with learning targets beginning with the final assessment in mind. Few assignments are meaningful. 3. Students rarely engage in and take ownership of their learning evidenced by a lack of personalized goals, tracking of learning progress, and student reflections. 4. Grading practices rarely have formative and summative assessments. Assessments require students to demonstrate learning through basic recall of knowledge. (Retakes/Redos are not permitted, or done for little credit).</p>	<p>1. Instructional practices sometimes reflect the district's instructional philosophy of IB. 2. Instructional units are sometimes aligned with learning targets beginning with the final assessment in mind. Some assignments are meaningful. 3. Students sometimes engage in and take ownership of their learning evidenced by personalized goals, tracking of learning progress, and student reflections. 4. Grading practices sometimes reflect formative or summative assessments that require students to demonstrate learning of concepts and ideas. Students have few opportunities to demonstrate their learning in multiple ways.</p>	<p>1. Instructional practices reflect the district's instructional philosophy of IB. 2. Instructional units are coherently aligned with learning targets beginning with the final assessment in mind. Many assignments are meaningful and designed to deepen learning over time. 3. Students often engage in and take ownership of their learning evidenced by personalized goals, tracking of learning progress, and student reflections. 4. Grading practices mostly reflect both formative and summative assessments that require students to demonstrate learning through application of skills and knowledge. Students have multiple opportunities to demonstrate their</p>	<p>1. Instructional practices always reflect the district's instructional philosophy of IB. 2. Instructional units are coherently aligned with clear learning targets beginning with the final assessment in mind. All assignments are meaningful and designed to deepen learning over time. 3. Students frequently engage in and take ownership of their learning evidenced by personalized goals, tracking of learning progress, and student reflections. 4. Grading practices reflect both formative and summative assessments that require students to demonstrate learning that require complex problem solving and higher order thinking skills through performance tasks. Students</p>

		(Retakes/Redos for some credit permitted).	learning. (Retakes/Redos for credit permitted).	have multiple opportunities to demonstrate their learning in multiple ways. (Retakes/redos for full credit always permitted).
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### Dimension 13: Giving Meaning Feedback to Students

Element	Novice (Ineffective)	Developing (Minimally Effective)	Proficient (Effective)	Expert (Highly Effective)
<b>Giving Meaning Feedback to Students</b>	<p>The teacher is consistently performing other tasks as students apply new strategies and skills. Students are not, or infrequently, given feedback on learning in a measurable, purposeful and timely manner. Students are given their learning goals.</p>	<p>The teacher is occasionally involved in observing and interacting with students as they apply new strategies and skills. Feedback is occasionally measurable, purposeful, and timely. Students are given their learning goals with little collaboration.</p>	<p>The teacher is regularly involved in observing and interacting with students as they apply new strategies and skills. Students are regularly given measurable, purposeful feedback on learning in a timely manner. Feedback is delivered in multiple forms. Students set personal learning goals in collaboration with the teacher.</p>	<p>The teacher is actively involved in observing and interacting with students as they apply new strategies and skills. Students are consistently given measurable, purposeful feedback on learning in a timely manner. Ongoing feedback is delivered in multiple forms including face to face interaction and peer collaboration. Students set personal learning goals in collaboration with the teacher and the feedback gathered drives future instruction.</p>