

C. INSTRUCTION			
C1. COMMUNICATING with STUDENTS <i>TPE 1, 3, UDL</i>			
Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> • Unclear purpose of lesson • Confusing directions/procedures • Major content errors • Inappropriate use of academic language (e.g., vocabulary, grammar, syntax, discourse) 	<ul style="list-style-type: none"> • Limited understanding of lesson purpose • Somewhat clear directions/procedures but need clarification • Minor content errors • Academic language (e.g., vocabulary, grammar, syntax, discourse) not used and/or explained 	<ul style="list-style-type: none"> • Clear instructional purpose • Clear directions/procedures that may be modeled • No content errors • Appropriate use of academic language (e.g., vocabulary, grammar, syntax, discourse) 	<ul style="list-style-type: none"> • Clear instructional purpose that links to larger curriculum • Clear directions/procedures with possible confusion anticipated • Content thorough & clear • Appropriate use of academic language (e.g., vocabulary, grammar, syntax, discourse) that extends Ss' vocabularies • Ss contribute to appropriate use of academic language
Possible Examples	Possible Examples	Possible Examples	Possible Examples
<ul style="list-style-type: none"> • Objective not posted and/or stated • Objective lacks performance information (i.e., Ss unable to explain what they will be learning: "What are we doing today?") • Directions unclear; Ss do not understand what to do or where to go (e.g., Ss make comments such as, "I don't get it..." "What?") • Lack of established procedures; Ss confused & unable to complete work and/or find materials • Grammatical errors and/or misuse of proper terms during instruction 	<ul style="list-style-type: none"> • Objective posted but not stated and/or referenced during lesson • Objective provides limited performance expectations (i.e., Ss have general idea of what they will be learning: "I think we are going to....") • Directions provided but Ss need repetition & further explanation • Procedures not established; Ss unsure of expectations • TC lists academic language on the whiteboard & briefly explains but does not use or refer to the academic language during the lesson 	<ul style="list-style-type: none"> • Objective posted & clearly stated • Objective provides performance expectations (i.e., Ss can explain what they will be learning: "Today our learning objective is...") • Directions clear & TC explains/models expectations • Procedures posted for S reference • TC presents a chart that lists academic language; TC leads class discussion & adds definitions 	<ul style="list-style-type: none"> • Objective posted/stated & linked to current unit of study • Ss are able to explain what they are/have been learning & the time needed to accomplish the task(s) • TC models instructions & anticipates confusion by pointing out possible misunderstandings • Ss understand & facilitate procedures, helping one another when necessary • TC initiates S group discussions regarding the meaning & use of the academic language; Ss lead group discussions to define AL

C2. USING QUESTIONING and DISCUSSION TECHNIQUES *TPE 5*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> • Low cognitive challenge with single correct responses • Does not ask Ss to explain their thinking • TC mediates all questions & answers • Few Ss participate in discussion with predominantly recitation-style responses • Limited wait time 	<ul style="list-style-type: none"> • Single path of inquiry with answers seemingly determined in advance • Inconsistently attempts to have Ss explain their thinking • TC inconsistently encourages Ss to respond to each other • Some Ss are involved in discussions designed to engage student thinking • Inconsistent wait time 	<ul style="list-style-type: none"> • Some questions designed to promote Ss' thinking and understanding • Consistently challenges Ss to explain their thinking • Ss formulate questions & initiate topics • Most Ss involved in discussion with TC employing strategies to ensure most voices are heard • Adequate wait time 	<ul style="list-style-type: none"> • Variety of questions to challenge Ss cognitively, advance discourse, & promote metacognition • Challenges Ss to take active/lead role in questioning/discussion • Genuine discussion among Ss with TC stepping aside when appropriate • Ss ensure that all voices are heard • Consistently appropriate wait time
Possible Examples	Possible Examples	Possible Examples	Possible Examples
<ul style="list-style-type: none"> • TC questions have low-cognitive challenge with single correct responses (e.g., When was the Constitution signed?) (Who is the main character in the story?) • TC questions are predominately recitation-style responses • TC unaware to ask Ss to explain their thinking • Ss not invited to speak directly to one another (e.g., does not use think-pair-share) • TC facilitates all questions & answers • TC unaware that a few Ss dominate discussion • No wait -time & rapid succession 	<ul style="list-style-type: none"> • TC questions have single path of inquiry with answers seemingly determined in advance (e.g., Name five people who signed the Constitution.) (What are two characteristics of the main character?) • TC attempts to engage S thinking with open & closed questions • TC inconsistently attempts to have Ss explain their thinking • TC inconsistently encourages Ss to respond to each other • Ss talk to peers with some ongoing facilitation by TC • TC attempts to call on Ss with raised hands but few involved in discussion (#_) • TC asks for immediate responses, infrequently allowing time for S processing 	<ul style="list-style-type: none"> • TC effectively uses open-ended questions (e.g., What was the significance of the Constitution?) (Provide evidence from the text to support your thinking about the characteristics of the main character.) • TC effectively uses a variety of questions (e.g., probing-style, factual, open-ended) • TC consistently challenges Ss to explain their thinking • TC effective at encouraging Ss talking to one another (e.g., small group discussion) • Ss able to talk to peers without ongoing facilitation by TC • TC consistently calls on most Ss (#_) including those that don't initially volunteer (e.g., use of equity sticks) • Ss have time to process questions before being asked to respond 	<ul style="list-style-type: none"> • TC effectively uses open-ended questions to promote relevant discussions (e.g., How would signers of the Constitution think of its current interpretation?) (Compare and contrast the main characters in the two different novels.) • Ss initiate higher-order questions (e.g., evaluative, inference, comparison) • Ss challenge one another's thinking • Ss take active/lead role in questioning/discussions (e.g., Socratic Seminar) • Ss take an active/lead role in facilitating questions • Virtually all Ss are engaged in discussion & all views are heard • TC effective at wait-time to improve Ss achievement/retention; lesson neither drags nor rushes S thinking

C3. ENGAGING STUDENTS in LEARNING *TPE 1, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> Tasks & materials poorly aligned with learning outcomes and/or content standards Rote responses Lesson lacks structure (e.g., groupings unsuitable, poor pacing – too slow or too rushed) One pathway to learning 	<ul style="list-style-type: none"> Tasks & materials partially aligned with learning outcomes and/or content standards Minimal S thinking required & little opportunity to demonstrate thinking Lesson has recognizable structure (e.g., groupings moderately suitable, pacing may be too slow or too rushed) Some options for engagement 	<ul style="list-style-type: none"> Tasks & materials aligned with learning outcomes and content standards Challenges S thinking (with scaffolds/support) & an opportunity for Ss to demonstrate thinking Lesson has recognizable & suitable structure (e.g., groupings suitable to activities, appropriate pacing) Multiple options for engagement 	<ul style="list-style-type: none"> Tasks & materials aligned with learning outcomes and content standards Well-designed & scaffolded tasks & materials encourage complex thinking w/ evidence of S initiation of inquiry Lesson has clearly defined structure that enhances student learning (e.g., pacing that promotes S reflection) Options for engagement that Ss initiate
Possible Examples	Possible Examples	Possible Examples	Possible Examples
<ul style="list-style-type: none"> TC lectures continuously (#__); Ss do not have time to complete assignment Only 1 type of instructional grouping is used (e.g., whole class or small group) TC does not provide lesson closure Ss working toward the same learning outcome with no choice in how to achieve that outcome (i.e., all Ss complete the same tasks & use the same resources) 	<ul style="list-style-type: none"> TC lectures for #__ minutes, provides #__ minutes for Ss to work; not all complete assignment Instructional groupings partially appropriate for some activities Closure rushed or not provided Ss working toward the same learning outcome & have some S choice (e.g., Ss can choose the pre-writing strategy they want to use out of a list of TC-provided strategies) 	<ul style="list-style-type: none"> Lesson pacing neither rushed nor dragging; Ss able to complete work Groupings suitable to the lesson activities (e.g., variety of choices: pairs, groups, independent) Closure allows Ss to restate/understand the learning Ss working toward the same learning outcome with multiple opportunities for S choice (e.g., Ss can choose the resources/tools & strategies for achieving the same learning outcome) 	<ul style="list-style-type: none"> Lesson pacing adjusted by TC based on individual S need Variety of choices for Ss to determine learning choices & groupings Closure allows Ss to reflect & summarize learning Ss working toward the same learning outcome with multiple opportunities for S choice that TC provides as well as opportunities for Ss to suggest possible choices (e.g., S choice in terms of resources/tools, strategies, level of challenge)

C4. USING ASSESSMENT in INSTRUCTION *TPE 5, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> Ss unaware of formative assessment criteria Little or no monitoring of S learning <ul style="list-style-type: none"> Questions show little alignment with learning outcomes and/or content standards Little or no evidence that Ss' responses inform TC's next steps No self-assessment Feedback to Ss is absent OR of poor quality One means of expression provided 	<ul style="list-style-type: none"> Ss partially aware of formative assessment criteria Monitoring of student learning for the class as a whole <ul style="list-style-type: none"> Questions show alignment with learning outcomes and/or content standards Some evidence that Ss' responses inform TC's next steps Few Ss engage in self-assessment Feedback to Ss is general and provided to the whole class Some options for means of expression provided 	<ul style="list-style-type: none"> Ss aware of formative assessment criteria Monitoring student learning for the class as a whole AND small groups <ul style="list-style-type: none"> Questions show alignment with learning outcomes and content standards Ss' responses inform TC's next steps Some Ss engage in self-assessment Feedback to Ss is accurate & specific, provided to the whole class & small groups Multiple means of expression provided 	<ul style="list-style-type: none"> Ss aware of & have contributed to formative assessment criteria Ss monitor own learning & TC adjusts lesson accordingly All Ss self-assess their learning Feedback to Ss from both TC & Ss is accurate & specific, provided to whole class, small groups, AND individuals Ss involved in creating assessment options
Possible Examples	Possible Examples	Possible Examples	Possible Examples
<ul style="list-style-type: none"> TC does not explain assessment criteria S asks, "How is this assignment going to be graded?" TC forges ahead with lesson without checking for understanding TC's questions show no alignment with learning outcomes and/or content standards TC remains at his/her desk during independent work TC corrects Ss' work & hands it back to Ss with no explanation S asks, "Is this the right way to solve the problem?" TC ignores or answers, "No," and goes on 	<ul style="list-style-type: none"> Assessment criteria/rubric available but not discussed Ss have limited understanding of how their assignment will be graded TC elicits whole class response (#_ of Ss) & continues with lesson without making adjustments TC's questions show little alignment with learning outcomes and/or content standards TC circulates room during independent work & provides individual assistance TC corrects student work, then discusses common errors, & few Ss correct their errors S asks, "Is this the right way to solve the problem?" TC answers, "Yes," but does not explain why 	<ul style="list-style-type: none"> TC orally explains the assessment criteria/rubric TC reminds Ss to refer to the assessment criteria/rubric TC elicits whole- & small-group response (#_ of Ss) & attempts to adjust lesson TC's questions show alignment with learning outcomes & content standards TC circulates room during small group or independent work & reconvenes the class if necessary TC explains common errors, then has Ss look over their work & make corrections S asks, "Is this the right way to solve the problem?" TC answers, "Yes," then explains the process 	<ul style="list-style-type: none"> Ss brainstorm characteristics of high-quality work Ss refer to the S-created assessment criteria/rubric TC elicits whole- & small-group response (#_ of Ss) & adjusts lesson according to S responses Ss pose questions to each other to determine progress toward achieving learning outcomes & content standards TC constantly circulates the room, eliciting S response & supporting Ss to determine next steps Ss evaluate their work based on rubric, & then confer with the TC S asks, "Is this the right way to solve the problem?" TC has other Ss explain the process they used to solve the problem

C5. SUPPORTING EMERGENT BILINGUALS *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> • Limited opportunity for EBs to use academic language or demonstrate understanding orally or in writing • No attempt to draw on home language, culture, and/or prior knowledge • Did not implement language supports or instructional scaffolds to engage EBs 	<ul style="list-style-type: none"> • Few opportunities for EBs to use academic language or demonstrate understanding orally or in writing • Limited or superficial attempts to draw on home language, culture, and/or prior knowledge • Implemented few language supports & instructional scaffolds to engage EBs 	<ul style="list-style-type: none"> • Multiple opportunities for EBs to use academic language or demonstrate understanding orally or in writing • Some attempt to draw on home language, culture, and/or prior knowledge • Implemented some whole class language supports & instructional scaffolds to engage EBs 	<ul style="list-style-type: none"> • Multiple opportunities for EBs to use academic language AND demonstrate understanding orally or in writing • Tasks draw on home language, culture, AND prior knowledge • Implemented targeted language supports & instructional scaffolds based on individual EB's language proficiency
Possible Examples	Possible Examples	Possible Examples	Possible Examples
<ul style="list-style-type: none"> • EBs are either excluded from classroom activities & discussion or TC does not encourage their participation • Minimal to no attempt at developing vocabulary (e.g., TC does not use or define academic vocabulary; vocabulary scaffolds are absent) • No attempts to use EBs' home language, background, and/or culture in lesson • No visual or language supports provided 	<ul style="list-style-type: none"> • EBs are included in classroom activities & discussion but are only passive participants (#_ of EBs participating) • Some general vocabulary development using a few scaffolds (e.g., student-friendly definitions & examples, use of bilingual dictionaries, etc.) • Superficial use of EBs' home language, background, and/or culture (e.g., Home language use is limited to greeting EBs, home culture is only represented in the classroom by food or holidays) • Few visual & language supports provided (e.g., use of images or use of a graphic organizer, etc.) 	<ul style="list-style-type: none"> • EBs are active participants in classroom activities & discussion (#_ of EBs participating) • Vocabulary development focuses on a few key academic terms & use of scaffolds (e.g., student-friendly definitions & examples, graphic organizers, use of bilingual dictionaries, etc.) • EBs' home language, background, and/or culture are present in lesson (e.g., cognates, translanguaging) • Some general visual & language supports provided that benefit whole class (e.g., images, realia, videos, concept maps, etc.) 	<ul style="list-style-type: none"> • EBs are active participants in classroom activities & take initiative during classroom discussion (e.g., EBs volunteer to participate in whole-class discussion, EBs lead small-group discussions with peers) • Academic vocabulary development is present throughout lesson as are appropriate scaffolds (e.g., student-friendly definitions & examples, previews, graphic organizers, use of bilingual dictionaries, etc.) • Culturally & linguistically relevant materials (e.g., texts, cognates, translanguaging) are consistently used in the lesson • Relevant & targeted visual & language supports that address EBs' individual language levels (e.g., tiered sentence starters or frames, strategic pairing of students); supports are specifically modeled & carefully guided by TC

C6. SUPPORTING STUDENTS with DISABILITIES *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> • Does not use instructional methods to address the individualized needs of Ss with disabilities • Does not provide individualized supports (including accommodations & modifications as indicated on Ss' IEPs and 504 plans) • No opportunity for Ss with disabilities to actively participate in grade-level and standards-based content 	<ul style="list-style-type: none"> • Instructional methods do not consistently address the individualized needs of Ss with disabilities • General accommodations or modifications provided but no individualized supports provided, as indicated on Ss' IEPs and 504 plans • Ss with disabilities have inconsistent access to grade-level & standards-based content throughout instruction 	<ul style="list-style-type: none"> • Instructional methods include use of assistive technology as needed to support the individualized needs of Ss with disabilities • Instruction includes accommodations and modifications as indicated on Ss' IEPs and 504 plans • Ss with disabilities access grade-level and standards-based instruction 	<ul style="list-style-type: none"> • Ss with disabilities manage many of their own scaffolds and supports, including assistive technology as needed • Ss have consistent access to individualized accommodations and modifications as indicated on Ss' IEPs & 504 plans and are provided with opportunities to understand and advocate for strategies that meet their individual learning needs • Ss with disabilities demonstrate ability to transfer grade-level and standards-based content across contexts
Possible Examples	Possible Examples	Possible Examples	Possible Examples
<ul style="list-style-type: none"> • No evidence of explicit or systematic instruction for Ss with disabilities • No evidence of individualized instruction or small group instruction • No evidence that individual accommodations (e.g., reduced number of practice problems) or modifications (e.g., a different level text) are provided during instruction or assessment • No evidence of pretraining vocabulary or key concepts • The materials & learning objectives for Ss with disabilities do not align to grade-level state standards (e.g., Ss do not have access to text that represents grade-level content at their reading level) 	<ul style="list-style-type: none"> • Some evidence of teaching concepts explicitly & systematically, but this is inconsistent • Some small group instruction, but the Ss do not have supports or clear roles within their groups • Evidence that individual accommodations or modifications are provided during instruction OR assessment • Some pretraining of vocabulary, but Ss do not receive training in underlying concepts • Ss have some materials that relate to the grade-level standards, but their expectations have been "watered down." 	<ul style="list-style-type: none"> • Concepts are routinely taught explicitly & systematically so that Ss can actively participate in academic tasks & activities • Ss receive embedded instruction as needed from a teacher or peer & are prepared to participate in small-group instruction • Evidence that individual accommodations or modifications are provided during instruction AND assessment • Ss are primed for lessons with pretraining in related vocabulary terms & concepts • Ss have access to materials & supports that allow them to achieve grade-level standards (e.g., solving real-life word problems) 	<ul style="list-style-type: none"> • Concepts are taught explicitly & systematically so that Ss with disabilities are leaders in academic tasks & activities • Ss are prepared to be an active leader in small-group instruction • Ss advocate for supports they need to access grade-level standards & use these supports independently in different contexts (e.g., using text-to-speech on an iPad to read directions to science investigation or word problems) • Ss master essential concepts at grade level & generalize these skills across content areas (e.g., comprehension, problem solving)