

## Criterion 1: Centering instruction on high expectations for student achievement.

<b>P1 Purpose – Standards: Connections to standards, broader purpose and transferable skill</b>	
<b>Actions</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• The lesson is intentionally linked to other lessons I have taught or are going to teach.</li> </ul> <p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand.</li> <li>• The students recognize the linkage to previous lessons</li> </ul>
<b>Evidence</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• The teacher is observed linking current lessons to past lessons and future lessons.</li> <li>• The grade-level standards are posted and referred to.</li> <li>• Learning targets are posted (vocabulary)</li> <li>• Students using and referring to gallery of evidence, expected outcomes posted visibly to students.</li> </ul> <p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• The students are observed linking current lessons to past lessons and future lessons.</li> </ul>

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P4 Purpose – Learning Target: Communication of learning target(s)					
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<b>P5 Purpose – Learning Target: Success criteria and performance task(s)</b>	
<b>Actions</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Students understand the connection between learning targets and their performance.</li> <li>• Learning targets and success criteria are clear.</li> </ul>
<b>Evidence</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Learning targets are visible and noted or explained as needed.</li> </ul>
<b>Actions</b>	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Students not only understand connection between learning targets and performance but also make reference to criteria and adjust student performance to improve results.</li> <li>• Teacher revisits learning target and success criteria with students throughout the lesson.</li> </ul>
<b>Evidence</b>	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Learning targets are visible, explained and students are assessed to make sure they are continuously referring to targets and adjusting their behavior/performance. Students should be able to note what adjustments have been made to meet the target(s).</li> <li>• Notes/informal assessments or logs on their current level of meeting target and success criteria.</li> </ul>

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<b>SE3 Student Engagement – Engagement Strategies: High cognitive demand</b>		
<b>Actions</b>	<b>Proficient</b>	<b>Distinguished</b>
	<ul style="list-style-type: none"> <li>• Teacher poses questions at analysis, synthesis, evaluation levels of Bloom’s Taxonomy.</li> <li>• Most students respond; responses include a mix of teacher/student and student/student</li> <li>• Students build upon each others thinking by dis agreeing with evidence, adding to each others claims and the link.</li> <li>• Students demonstrate discipline-specific types of thinking.</li> <li>• Tasks require students to read, think, discuss and respond in writing with evidence</li> <li>• Locus of control of learning is shared between teacher and student</li> <li>• All students have access to participate in the work of the group</li> </ul>	
<b>Evidence</b>	<b>Proficient</b>	<b>Distinguished</b>
	<ul style="list-style-type: none"> <li>• Descriptive evidence: “Teacher asks 5 questions at analysis level (3 why, 2 how).”</li> <li>• After a 45 second partner talk in response to the teacher prompt, 4 students provide response, 2 built upon another student by starting, “I agree, and would like to add...”</li> </ul>	

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## CEC3 Classroom Environment & Culture – Classroom Routines & Rituals: Discussion, collaboration and accountability

<b>Actions</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Teacher creates routines for discussion and collaborative work have been taught, are evident, and result in effective discourse related to the lesson purpose.</li> <li>• Students are accountable for their work and learning.</li> </ul>	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Explicitly taught</li> <li>• Students independently use the routines students take ownership and support the learning of others.</li> </ul>
	<p>Classroom systems and routines facilitate student responsibility, ownership and independence.</p>	
<b>Evidence</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Teacher has posted stem questions: “What do you think about that?” “Do you agree?” “What is the evidence?”</li> <li>• Teacher prompts students to use stem questions. Elbow or A/B partners used.</li> <li>• Teacher monitors group work</li> <li>• Students individual reflection</li> </ul>	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Stem questions are posted and expected</li> <li>• Students converse naturally without teacher prompting</li> <li>• Monitor groups, ensure use of participation protocols</li> <li>• Student/group reflection</li> </ul>
	<p>Available time is maximized in service of learning.</p>	