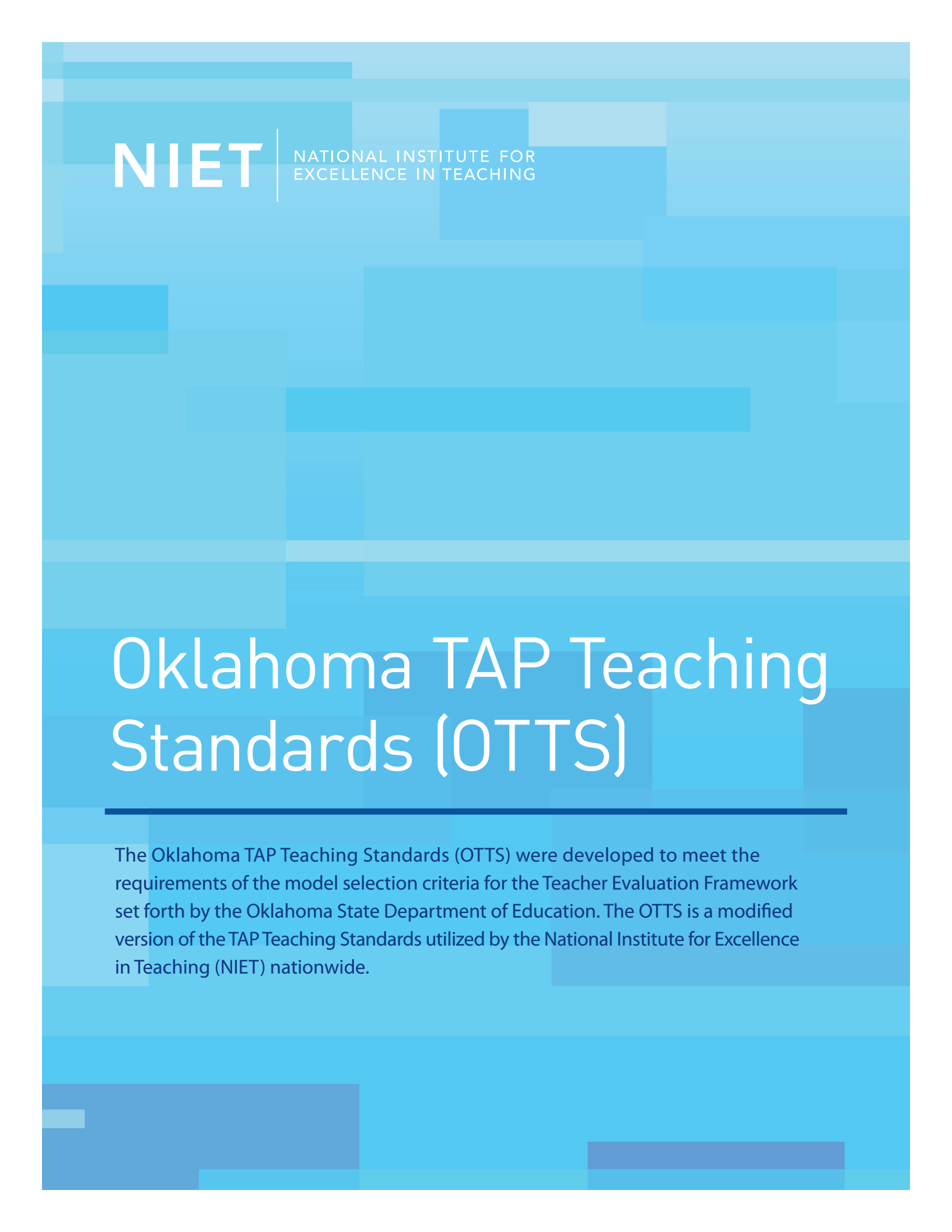




NIET

NATIONAL INSTITUTE FOR
EXCELLENCE IN TEACHING

Oklahoma TAP Teaching Standards (OTTS)

The Oklahoma TAP Teaching Standards (OTTS) were developed to meet the requirements of the model selection criteria for the Teacher Evaluation Framework set forth by the Oklahoma State Department of Education. The OTTS is a modified version of the TAP Teaching Standards utilized by the National Institute for Excellence in Teaching (NIET) nationwide.

Oklahoma TAP Teaching Standards

The Oklahoma TAP Teaching Standards (OTTS) were created and developed specifically for the Oklahoma State Department of Education's Teacher and Leader Effectiveness Commission. The OTTS are based upon the TAP Teaching Standards or TAP rubrics. The performance levels for "Above Proficient" and "Below Proficient" have been explicitly explained in accordance with the Teacher Evaluation Framework/Model Selection Criteria for the Qualitative Measures which includes a five-tier rating system. The Oklahoma TAP Teaching Standards were utilized and tested by a national rater team over multiple observations.

The TAP Teaching Standards were originally developed based on an exhaustive review of studies on teacher performance and guidelines from professional teaching standards associations over a decade ago and have continued to be validated in the field by teachers and impact more than one million students nationally. Research on the connection between instructional practice and student outcomes continues to validate the rubrics' performance indicators as key features of effective teaching practice. Additionally, the TAP rubrics and evaluation process have been shown to be correlated to student achievement at a statistically significant level in two separate studies. In correlational studies by Schacter & Thum (2004) and Daley & Kim (2010), teachers who scored higher on the NIET Teaching Standards tended to have higher student achievement gains. Conversely, teachers who scored lower, tended to have lower student achievement gains.

The TAP Teaching Standards are a component of the TAP System™ which is a comprehensive educator effectiveness model managed and operated by the National Institute for Excellence in Teaching (NIET) across the nation. NIET is a public non-profit 501(c)3 based in Santa Monica, CA.

INSTRUCTION

INSTRUCTION						
	Exemplary (5)	Above Proficient (4)	Proficient (3)	Below Proficient (2)	Unsatisfactory (1)	
Standards and Objectives	- All learning objectives and state content standards are explicitly communicated. - Sub-objectives are aligned and logically sequenced to the lesson's major objective. - Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. - Expectations for student performance are clear, demanding, and high. - State standards are displayed and referenced throughout the lesson. - There is evidence that most students demonstrate mastery of the objective.	- Most learning objectives and state content standards are communicated. - Sub-objectives are aligned and logically sequenced to the lesson's major objective. - Learning objectives are: (a) connected to what students have previously learned, and (b) know from life experiences. - Expectations for student performance are clear, demanding, and high. - State standards are displayed and referenced throughout the lesson. - There is evidence that most students demonstrate mastery of the objective.	- Most learning objectives and state content standards are communicated. - Sub-objectives are mostly aligned to the lesson's major objective. - Learning objectives are connected to what students have previously learned. - Expectations for student performance are clear. - State standards are displayed. - There is evidence that most students demonstrate mastery of the objective.	- Few learning objectives and state content standards are communicated. - Sub-objectives are inconsistently aligned to the lesson's major objective. - Learning objectives are not clearly connected to what students have previously learned. - Expectations for student performance are vague. - State standards are appropriately displayed - There is evidence that some of the students demonstrate mastery of the objective.	- Few learning objectives and state content standards are communicated. - Sub-objectives are inconsistently aligned to the lesson's major objective. - Learning objectives are rarely connected to what students have previously learned. - Expectations for student performance are vague. - State standards are displayed. - There is evidence that few students demonstrate mastery of the objective.	
Motivating Students	- The teacher consistently organizes the content so that it is personally meaningful and relevant to students. - The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. - The teacher regularly reinforces and rewards effort.	- The teacher consistently organizes the content so that it is personally meaningful and relevant to students. - The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. - The teacher sometimes reinforces and rewards effort.	- The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. - The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. - The teacher sometimes reinforces and rewards effort.	- The teacher organizes the content so that it is personally meaningful and relevant to some students. - The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. - The teacher inconsistently reinforces and rewards effort.	- The teacher rarely organizes the content so that it is personally meaningful and relevant to students. - The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. - The teacher rarely reinforces and rewards effort.	
Presenting Instructional Content	Presentation of content always includes: - visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. - examples, illustrations, analogies, and labels for new concepts and ideas. - modeling by the teacher to demonstrate his or her performance expectations. - concise communication. - logical sequencing and segmenting. - all essential information. - no irrelevant, confusing, or non-essential information.	Presentation of content consistently includes: - visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. - examples, illustrations, analogies, and labels for new concepts and ideas. - modeling by the teacher to demonstrate his or her performance expectations. - concise communication. - logical sequencing and segmenting. - all essential information. - no irrelevant, confusing, or non-essential information.	Presentation of content most of the time includes: - visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. - examples, illustrations, analogies, and labels for new concepts and ideas. - modeling by the teacher to demonstrate his or her performance expectations. - concise communication. - logical sequencing and segmenting. - all essential information. - no irrelevant, confusing, or non-essential information.	Presentation of content sometimes includes: - visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson - examples, illustrations, analogies, and labels for new concepts and ideas. - modeling by the teacher to demonstrate his or her performance expectations. - concise communication. - logical sequencing and segmenting. - all essential information - no irrelevant, confusing, or non-essential information..	Presentation of content rarely includes: - visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. - examples, illustrations, analogies, and labels for new concepts and ideas. - modeling by the teacher to demonstrate his or her performance expectations. - concise communication. - logical sequencing and segmenting. - all essential information. - no irrelevant, confusing, or non-essential information.	

INSTRUCTION Continued

	Exemplary (5)	Above Proficient (4)	Proficient (3)	Below Proficient (2)	Unsatisfactory (1)
Lesson Structure and Pacing 	• All lessons start promptly. • The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. • Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• Lessons frequently start promptly • The lesson's structure is coherent, with a beginning, middle, and end and reflection. • Pacing is appropriate, and provides opportunities for individual students who progress at different learning rates. • Routines for distributing materials are efficient. • No instructional time is lost during transitions.	• Most lessons start promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• The lesson rarely starts promptly. • The lesson's structure has a beginning, middle, and end, but may not have appropriate time for each segment. • Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are somewhat efficient. • Some instructional time is lost during transitions.	• Lessons are not started promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students, and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.
Activities and Materials 	Activities and materials include all of the following: - support the lesson objectives. - are challenging. - sustain students' attention. - elicit a variety of thinking. - provide time for reflection. - are relevant to students' lives. - provide opportunities for student to student interaction. - induce student curiosity and suspense. - provide students with choices. - incorporate multimedia and technology. - incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.	Activities and materials include almost all of the following: - support the lesson objectives. - are challenging. - sustain students' attention. - elicit a variety of thinking. - provide time for reflection. - are relevant to students' lives. - provide opportunities for student to student interaction. - induce student curiosity and suspense. - provide students with choices. - incorporate multimedia and technology. - incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).	Activities and materials include most of the following: - support the lesson objectives. - are challenging. - sustain students' attention. - elicit a variety of thinking. - provide time for reflection. - are relevant to students' lives. - provide opportunities for student to student interaction. - induce student curiosity and suspense. - provide students with choices. - incorporate multimedia and technology. - incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).	Activities and materials include some of the following: - support the lesson objectives. - are challenging. - sustain students' attention. - elicit a variety of thinking. - provide time for reflection. - are relevant to students' lives. - provide opportunities for student to student interaction. - induce student curiosity and suspense. - provide students with choices. - incorporate multimedia and technology. - incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).	Activities and materials include few of the following: - support the lesson objectives. - are challenging. - sustain students' attention. - elicit a variety of thinking. - provide time for reflection. - are relevant to students' lives. - provide opportunities for student to student interaction. - induce student curiosity and suspense. - provide students with choices. - incorporate multimedia and technology. - incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).

INSTRUCTION Continued

	Exemplary (5)	Above Proficient (4)	Proficient (3)	Below Proficient (2)	Unsatisfactory (1)
Questioning 	Teacher questions are varied and high quality providing a balanced mix of question types: - knowledge and comprehension, - application and analysis, and - creation and evaluation. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning.	Teacher questions are varied and high quality providing for most question types: - knowledge and comprehension, - application and analysis, and - creation and evaluation. • Questions are consistently purposeful and coherent. • A moderate frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.	Teacher questions are varied and high quality providing for some, but not all, question types: - knowledge and comprehension, - application and analysis, and - creation and evaluation. • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.	Teacher questions are varied and high quality providing few, question types: - knowledge and comprehension, - application and analysis, and - creation and evaluation. • Questions are sometimes purposeful and coherent. • A limited frequency of questions asked. • Questions are inconsistently sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher mostly calls on volunteers and high ability students.	Teacher questions are inconsistent in quality and include few question types: - knowledge and comprehension, - application and analysis, and - creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high ability students.
Academic Feedback 	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high quality feedback to one another.	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking and assess each student's progress • Feedback from students is consistently used to monitor and adjust instruction.	• Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement, and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• Oral and written feedback is sometimes academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates sometimes during instructional activities to support engagement. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

INSTRUCTION Continued

	Exemplary (5)	Above Proficient (4)	Proficient (3)	Below Proficient (2)	Unsatisfactory (1)
Grouping Students 	- The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency. - All students in groups know their roles, responsibilities, and group work expectations. - All students participating in groups are held accountable for group work and individual work. - Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. - Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	- The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency. - Almost all students in groups know their roles, responsibilities, and group work expectations. - Almost all students participating in groups are held accountable for group work and individual work. - Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.	- The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency. - Most students in groups know their roles, responsibilities, and group work expectations. - Most students participating in groups are held accountable for group work and individual work. - Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.	- The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) rarely enhance student understanding and learning efficiency. - Some students in groups know their roles, responsibilities, and group work expectations. - Some students participating in groups are held accountable for group work and individual work. - Instructional group composition is varied (e.g., race, gender, ability, and age) to sometimes accomplish the goals of the lesson.	- The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) inhibit student understanding and learning efficiency. - Few students in groups know their roles, responsibilities, and group work expectations. - Few students participating in groups are held accountable for group work and individual work. - Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.
Teacher Content Knowledge 	- Teacher displays extensive content knowledge of all the subjects she or he teaches. - Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge.¹ - The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. - Limited content is taught in sufficient depth to allow for the development of understanding.	- Teacher displays accurate knowledge of all the subjects she or he teaches. - Teacher sometimes implements a variety of subject-specific instructional strategies to enhance student content knowledge.² - The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. - Content is taught in depth to allow for the development of understanding.	- Teacher displays accurate content knowledge of all the subjects he or she teaches. - Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. - The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	- Teacher displays adequate content knowledge of all the subjects he or she teaches. - Teacher sometimes implements subject-specific instructional strategies that occasionally enhance student content knowledge. - The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	- Teacher displays underdeveloped content knowledge in several subject areas. - Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. - Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.

1. A variety of subject specific instructional strategies to teach reading comprehension, for example, would be writing summaries, predicting, clarifying vocabulary, story maps, graphic organizers, self monitoring one's understanding, etc.

2. A variety of subject specific instructional strategies to teach reading comprehension, for example, would be writing summaries, predicting, clarifying vocabulary, story maps, graphic organizers, self monitoring one's understanding, etc.

INSTRUCTION Continued

	Exemplary (5)	Above Proficient (4)	Proficient (3)	Below Proficient (2)	Unsatisfactory (1)
Teacher Knowledge of Students ³ 	- Teacher practices display understanding of each student's anticipated learning difficulties. - Teacher practices regularly incorporate student interests and cultural heritage. - Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	- Teacher practices display understanding of the majority of students' anticipated learning difficulties. - Teacher practices regularly incorporate student interests and cultural heritage. - Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	- Teacher practices display understanding of some students' anticipated learning difficulties. - Teacher practices sometimes incorporate student interests and cultural heritage. - Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	- Teacher practices display understanding of some students' anticipated learning difficulties. - Teacher practices inconsistently incorporate student interests and cultural heritage. - Teacher sometimes provides differentiated instructional methods and content.	- Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties. - Teacher practices rarely incorporate student interests or cultural heritage. - Teacher practices demonstrate little differentiation of instructional methods or content.
Thinking 	Over the course of multiple observations, the teacher consistently and thoroughly teaches all four types of thinking: - analytical thinking where students analyze, compare and contrast, and evaluate and explain information.⁴ - practical thinking where students use, apply, and implement what they learn in real-life scenarios.⁵ - creative thinking where students create, design, imagine and suppose.⁶ - research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.⁷ The teacher regularly provides opportunities where students: - generate a variety of ideas and alternatives. - analyze problems from multiple perspectives and viewpoints. - monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	Over the course of multiple observations, the teacher consistently and thoroughly teaches three types of thinking: - analytical thinking where students analyze, compare and contrast, and evaluate and explain information.⁸ - practical thinking where students use, apply, and implement what they learn in real-life scenarios.⁹ - creative thinking where students create, design, imagine and suppose.¹⁰ - research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.¹¹ The teacher consistently provides opportunities where students: - generate a variety of ideas and alternatives. - analyze problems from multiple perspectives and viewpoints. - monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	Over the course of multiple observations, the teacher consistently and thoroughly teaches two types of thinking: - analytical thinking where students analyze, compare and contrast, and evaluate and explain information. - practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. - research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher sometimes provides opportunities where students: - generate a variety of ideas and alternatives. - analyze problems from multiple perspectives and viewpoints.	Over the course of multiple observations, the teacher consistently and thoroughly teaches one type of thinking: - analytical thinking where students analyze, compare and contrast, and evaluate and explain information. - practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. - research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher sometimes provides opportunities where students: - generate a variety of ideas and alternatives. - analyze problems from multiple perspectives and viewpoints.	The teacher implements few learning experiences that thoroughly teach any type of thinking. The teacher provides few opportunities where students: - generate a variety of ideas and alternatives. - analyze problems from multiple perspectives and viewpoints.

3. Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

4. Robert Sternberg (1998). *Principles of Teaching for Successful Intelligence*. Educational Psychologist, 33, 65-72.

5. Ibid.

6. Ibid.

7. Perkins, DIN, Goodrich, H., Tishman, S., & Owen, J. (1994). *Thinking Connections: Learning to Think and Thinking to Learn*. Addison-Wesley.

Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

8. Robert Sternberg (1998). *Principles of Teaching for Successful Intelligence*. Educational Psychologist, 33, 65-72.

9. Ibid.

10. Ibid.

11. Perkins, DIN, Goodrich, H., Tishman, S., & Owen, J. (1994). *Thinking Connections: Learning to Think and Thinking to Learn*. Addison-Wesley.

INSTRUCTION *Continued*

	Exemplary (5)	Above Proficient (4)	Proficient (3)	Below Proficient (2)	Unsatisfactory (1)
Problem Solving 	Over the course of multiple observations, the teacher implements activities that teach and reinforce 6 or more of the following problem solving types. • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	Over the course of multiple observations, the teacher implements activities that teach and reinforce 5 of the following problem solving types. • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	Over the course of multiple observations, the teacher implements activities that teach and reinforce 4 or more of the following problem solving types. • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	Over the course of multiple observations, the teacher implements activities that teach and reinforce 2 or more of the following problem solving types. • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	Over the course of multiple observations, the teacher implements less than two activities that teach the following problem solving types. • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

DESIGNING AND PLANNING INSTRUCTION

	Exemplary (5)	Above Proficient (4)	Proficient (3)	Below Proficient (2)	Unsatisfactory (1)
Instructional Plans 	Instructional plans include: - measurable and explicit goals aligned to state content standards. - activities, materials, and assessments that: - are aligned to state standards. - are sequenced from basic to complex. - build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. - provide appropriate time for student work, student reflection, and lesson and unit closure. - evidence that plan is appropriate for the age, knowledge, and interests of all learners. - evidence that the plan provides regular opportunities to accommodate individual student needs.	Instructional plans include: - explicit goals aligned to state content standards. - activities, materials, and assessments that: - are aligned to state standards. - are sequenced from basic to complex. - build on prior student knowledge and are relevant to students' lives. - provide appropriate time for student work, and lesson and unit closure. - evidence that plan is appropriate for the age, knowledge, and interests of most learners. - evidence that the plan provides some opportunities to accommodate individual student needs.	Instructional plans include: - goals aligned to state content standards. - activities, materials, and assessments that: - are aligned to state standards. - are sequenced from basic to complex. - build on prior student knowledge. - provide appropriate time for student work, and lesson and unit closure. - evidence that plan is appropriate for the age, knowledge, and interests of most learners. - evidence that the plan provides some opportunities to accommodate individual student needs.	Instructional plans include: - some goals aligned to state content standards. - activities, materials, and assessments that: - are sometimes aligned to state standards. - are sometimes sequenced from basic to complex. - Sometimes build on prior student knowledge. - Sometimes provide appropriate time for student work, and lesson and unit closure. - Some evidence that plan is appropriate for the age, knowledge, and interests of most learners. - Some evidence that the plan provides opportunities to accommodate individual student needs.	Instructional plans include: - few goals aligned to state content standards. - activities, materials, and assessments that: - are rarely aligned to state standards. - are rarely logically sequenced. - rarely build on prior student knowledge - inconsistently provide time for student work, and lesson and unit closure - little evidence that the plan is appropriate for the age, knowledge, or interests of the learners. - little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work ¹ 	Assignments require students to: - organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it. - draw conclusions, make generalizations, and produce arguments that are supported through extended writing. - connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.	Assignments require students to: - organize, interpret and analyze information rather than reproduce it. - draw conclusions, make generalizations, and support them through writing. - connect what they are learning to prior learning, observations and some life experiences.	Assignments require students to: - interpret information rather than reproduce it. - Sometimes draw conclusions and support them through writing. - Sometimes connect what they are learning to prior learning experiences.	Assignments require students to: - interpret information rather than reproduce it. - Sometimes draw conclusions and support them through writing. - Sometimes connect what they are learning to prior learning experiences.	Assignments require students to: - mostly reproduce information. - rarely draw conclusions and support them through writing. - rarely connect what they are learning to prior learning or life experiences.

1. Newman, EM, Bryk, A., & Nagaoka, JK. (2001). Authentic Intellectual Work and Standardized Tests: Conflict or Coexistence? Consortium on Chicago School Reform.

DESIGNING AND PLANNING INSTRUCTION *Continued*

Assessment	Exemplary (5)	Above Proficient (4)	Proficient (3)	Below Proficient (2)	Unsatisfactory (1)
	Assessment Plans: - are consistently aligned with state content standards. - have clear appropriate measurement criteria. - measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). - require extended written tasks. - are portfolio-based with clear illustrations of student progress toward state content standards. - include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: - are aligned with state content standards. - have clear measurement criteria. - measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). - require extended written tasks. - include numerous performance checks throughout the school year. - include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: - are aligned with state content standards. - have measurement criteria. - measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). - require written tasks. - include performance checks throughout the school year.	Assessment Plans: - are sometimes aligned with state content standards. - have measurement criteria. - measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). - require limited written tasks. - include performance checks but may not be monitored consistently.	Assessment Plans: - are rarely aligned with state content standards. - have ambiguous measurement criteria. - measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). - include performance checks, although the purpose of these checks is not clear.

THE LEARNING ENVIRONMENT

	Exemplary (5)	Above Proficient (4)	Proficient (3)	Below Proficient (2)	Unsatisfactory (1)
Expectations 	- Teacher sets high and demanding academic expectations for every student. - Teacher encourages students to learn from mistakes. - Teacher creates learning opportunities where all students can experience success. - Students take initiative and follow through with their own work. - Teacher optimizes instructional time, teaches more material, and demands better performance from every student.	- Teacher sets high and demanding academic expectations for every student. - Teacher encourages students to learn from mistakes. - Teacher creates learning opportunities where all students can experience success. - Students complete their work according to teacher expectations. - Teacher optimizes instructional time, teaches more material, and demands better performance from most students.	- Teacher sets high and demanding academic expectations for every student. - Teacher encourages students to learn from mistakes. - Teacher creates learning opportunities where most students can experience success. - Students complete their work according to teacher expectations.	- Teacher expectations are sufficiently high for most students. - Teacher often creates an environment where mistakes and failure are viewed as learning experiences. - Students demonstrate some pride in the quality of their work according to teacher expectations.	- Teacher expectations are not sufficiently high for every student. - Teacher creates an environment where mistakes and failure are not viewed as learning experiences. - Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior 	- Students are consistently well-behaved, and on task. - Teacher and students establish clear rules for learning and behavior. - The teacher uses several techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior. - The teacher overlooks inconsequential behavior. - The teacher deals with students who have caused disruptions rather than the entire class. - The teacher attends to disruptions quickly and firmly.	- Students are consistently well-behaved, and on task. - Teacher and students establish rules for learning and behavior. - The teacher uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior. - The teacher overlooks most inconsequential behavior. - The teacher deals with students who have caused disruptions rather than the entire class. - The teacher attends to disruptions quickly and firmly.	- Students are mostly well-behaved, and on task, some minor learning disruptions may occur. - Teacher establishes rules for learning and behavior. - The teacher uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior. - The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. - The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.	- Students are sometimes well-behaved and are occasionally off-task. - Teacher establishes rules for learning and behavior but students do not consistently understand purpose for rules. - The teacher uses some techniques to maintain appropriate student behavior but the techniques are not consistent. - The teacher does not consistently distinguish between inconsequential behavior and inappropriate behavior. - Disruptions frequently interrupt instruction.	- Students are not well-behaved and are often off-task. - Teacher establishes few rules for learning and behavior. - The teacher uses few techniques to maintain appropriate student behavior. - The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. - Disruptions frequently interrupt instruction.

THE LEARNING ENVIRONMENT *Continued*

THE LEARNING ENVIRONMENT <i>Continued</i>					
	Exemplary (5)	Above Proficient (4)	Proficient (3)	Below Proficient (2)	Unsatisfactory (1)
Environment 	The classroom - welcomes all members and guests - is organized and understandable to all students. - supplies, equipment, and resources are easily and readily accessible. - displays student work that frequently changes. - is arranged to promote individual and group learning.	The classroom - welcomes all members and guests - is organized and understandable to most students. - supplies, equipment, and resources are easily and readily accessible. - displays student work that sometimes changes. - is arranged to promote individual and group learning.	The classroom - welcomes most members and guests. - is organized and understandable to most students. - supplies, equipment, and resources are accessible. - displays student work. - is arranged to promote individual and group learning.	The classroom - welcomes most members and guest. - is organized and understandable to most students. - supplies, equipment, and resources are accessible to most students. - displays student work but does not change it frequently. - is arranged to promote limited group learning.	The classroom - is somewhat cold and uninviting. - is not well organized and understandable to students. - supplies, equipment, and resources are difficult to access. - does not display student work. - is not arranged to promote group learning.
Respectful Culture 	- Teacher-student interactions demonstrate caring and respect for one another. - Students exhibit caring and respect for one another. - Teacher seeks out, and is receptive to the interests and opinions of all students. - Positive relationships and interdependence characterize the classroom.	- Teacher-student interactions generally demonstrate caring and respect for one other. - Students exhibit caring and respect for one another. - Teacher seeks out, and is receptive to the interests and opinions of most students.	- Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. - Students exhibit respect for the teacher, and are generally polite to each other. - Teacher is sometimes receptive to the interests and opinions of students.	- Teacher-student interactions are somewhat friendly, but often reflect inconsistencies. - Students sometimes exhibit respect for the teacher and each other. - Teacher is rarely receptive to the interests and opinions of students.	- Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. - Students exhibit disrespect for the teacher. - Student interaction is characterized by conflict, sarcasm, or put-downs. - Teacher is not receptive to interests and opinions of students.