**Domain 1 - Planning**

Element 1 - The Unit Plan includes integration of the Catholic faith.

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| **Teacher Evidence** |
| 1. Teacher provides an element of Catholic faith life that connects to the learning objectives. 2. Teacher includes Catholic Faith connection in Values Infusion of unit plan. 3. Teacher includes opportunities for writing, reflection, and discussion related to the connection of the students’ faith lives to the real world. 4. The unit may include DOSP Safe Environment Spiritual development benchmarks and Religion standards. 5. Where appropriate, questions and assessments promote depth of knowledge and understanding of the Catholic faith. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Unit Plan also includes a reflection component for student input. | Unit Plan includes integration of the Catholic faith and is connected to the unit, standards and/or benchmarks. | Unit Plan includes integration of the Catholic faith but is not connected to the unit, standards and/or benchmarks. | Unit Plan includes no evidence of integration of the Catholic faith. |  |

**Domain 1 - Planning**

Element 2 - The Unit Plan includes measurable learning goals aligned to standards.

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| **Teacher Evidence** |
| 1. Unit plan includes current and relevant subject-area standards from Florida Core, ISTE, American Association of School Librarians (AASL), and DOSP Religion. 2. Power Standards are aligned. 3. Learning goals are specific and can be measured through formative and/or summative assessments. 4. Learning goals build enduring understandings, skills, and knowledge that students will use beyond the unit 5. The teacher establishes measurable learning goals that reflect unit plan outcomes. 6. Learning goals provide multiple experiences in building depth of knowledge. (An inch wide and a mile thick.) 7. Learning goals are measured with a variety of specific assessment tools (i.e., evidence of student learning rather than perception of student learning) 8. Learning goals are written in age appropriate language. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Unit Plan includes multiple learning experiences in building depth of knowledge. | Unit Plan includes measurable learning goals aligned to standards. | Unit Plan includes measurable learning goals or goals that are aligned to standards but not both. | Unit Plan does not include measurable learning goals. |  |

**Domain 1 - Planning**

Element 3 - The Unit Plan includes quality Essential Questions (eq). Quality refers to intellectually engaging, highly cognitive and connected to the standards.

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| **Teacher Evidence** |
| 1. (eq) are directive and commit students to the process of critical thinking through inquiry. 2. (eq) are open-ended. 3. (eq) are thought-provoking and intellectually engaging. 4. (eq) are written in student-friendly language. 5. (eq) cause students to think and reflect. 6. (eq) cause students to deepen their understanding. 7. (eq) cause students to test their ideas against those of their classmates. 8. (eq) point toward important, transferable ideas within (and sometimes across) disciplines. 9. (eq) raise additional questions and spark further inquiry. 10. (eq) require support and justification, not just an answer. 11. (eq) merit repeat consideration over time (i.e., can and should be revisited in other units or even other classes)   (Some statements are taken from *Essential Questions* by Tighe and Wiggins) |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Unit Plan includes meaningful connections, provoke genuine inquiry and deep thought that are transferable to real world situations. | Unit Plan includes quality Essential Questions. | Unit Plan includes Essential Questions that are not quality as defined above. | Unit Plan does not include Essential Questions |  |

**Domain 1 - Planning**

Element 4 - The Unit Plan includes assignments and activities to prepare for and reinforce learning.

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| **Teacher Evidence** |
| 1. Teacher provides authentic learning experiences related to identified standards. 2. Teacher creates clear assignments where a learning progression is evident. 3. Teacher prepares a variety of assignments and activities that engage all students in learning. 4. Assignments and activities use a range of modalities, including reading, writing, speaking, listening, and creating. 5. Assignments and activities are matched to students’ skill level, including some level of challenge. 6. Assignments and activities build on opportunities for students to connect what they are learning to prior knowledge, to other subject areas, and to real-world applications. 7. Assignments and activities ask students to use what they are learning (e.g., explaining or demonstrating to one another, applying what they are learning in a new context or situation) 8. Assignments and activities allow students to exercise some choice. 9. Assignments and activities are aligned with the goals of the lesson, which reinforce the learning. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Unit Plan includes assignments and activities that align with the learning goals, include authentic experiences, and allow for some student choice. | Unit Plan includes assignments and activities to prepare for and reinforce learning. | Unit Plan includes assignments and activities but they do not align with learning goals. | Unit Plan does not include assignments or activities. |  |

**Domain 1 - Planning**

Element 5 - The Unit Plan includes formative assessments that align with the learning goals.

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| **Teacher Evidence** |
| 1. All assessments should provide a full range of learning outcomes, which include factual information and reasoning skills. 2. All assessments are aligned to standards and learning goals. 3. All assessments are designed with plans for differentiated instruction. 4. All assessments offer all students opportunities for improvement. 5. All assessment formats should be varied. 6. Formative assessments are planned for daily instruction. 7. Formative assessments are designed to give specific feedback to students. 8. Formative assessments are designed to tailor instruction and subsequent learning tasks. 9. Formative assessments in the unit plan are designed to measure individual student progress toward the specific learning goals in the unit plan. 10. The unit plan includes multiple formative assessments prior to any summative assessments. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Unit Plan includes opportunities for students to track individual progress on formative assessments and reflect on their learning. | Unit Plan includes formative assessments that align with the learning goals. | Unit Plan includes formative assessments but they do not accurately align with the learning goals | Unit Plan does not include formative assessments that align with the learning goals |  |

**Domain 1 - Planning**

Element 6 - The Unit Plan includes summative assessments that align with the learning goals.

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| **Teacher Evidence** |
| 1. All assessments should provide a full range of learning outcomes, which include factual information and reasoning skills. 2. All assessments are aligned to standards and learning goals. 3. All assessments are designed with plans for differentiated instruction. 4. All assessments offer all students opportunities for improvement. 5. All assessment formats should be varied. 6. Summative assessments are designed to give specific feedback to students. 7. Summative assessments are designed to tailor instruction and subsequent learning tasks. 8. Summative assessments are designed to measure individual student progress toward each specific learning goals at various times throughout the unit.   Summatives can be broken into several assessments in a unit.  Teachers have the latitude to chunk the learning goals and give summative assessments throughout the unit. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Unit Plan includes opportunities for students to track individual progress on summative assessments and reflect on their learning. | Unit Plan includes a summative assessment that aligns with the learning goals. | Unit Plan includes a summative assessment that partially aligns with the learning goals. | Unit Plan does not include a summative assessment that aligns with the learning goals. |  |

**Domain 1 - Planning**

Element 7 - The Unit Plan includes a plan for differentiated instruction that aligns to student needs.

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| **Teacher Evidence** |
| 1. The unit plan contains engaging activities that meet the individual needs of students. 2. The teacher creates unit plans that consistently address student diversity and describe how instruction will be differentiated. 3. Unit plans are relevant to student needs and instructional goals. 4. Unit plans provide appropriately challenging and motivational activities. 5. Learning tasks in the unit plan may include an element of student choice. 6. Learning objectives incorporate flexible learning groups aligned to learning goals and student needs. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Unit Plan includes differentiated assignments and activities that align with the learning goals, include authentic experiences, and allow for some student choice. | Unit Plan includes differentiated instruction that aligns to student needs. | Unit Plan has limited differentiated instruction that may or may not align to student needs. | Unit Plan does not differentiate instruction and does not align to students’ needs. |  |

**Domain 1 - Planning**

Element 8 - The Unit Plan includes digital tools and/or environmental resources which are consistently infused to improve student achievement.

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| **Teacher Evidence** |
| 1. The teacher uses technology to increase student achievement by using skill practice, word documents, and games. 2. The teacher uses programs that are age appropriate to direct students to use higher DOK skills which demonstrate their learning. 3. Integration of technology is used as a means of differentiation of instruction. 4. Digital tools are used for student assessments. 5. The teacher is using technology to make real world connections beyond the curriculum. (Resource list is posted on dosp.org, <http://dosp.org/schoolsadmin/resource-list/>) 6. The teacher collaborates with colleagues to vertically align technology skills for continued skill reinforcement and transfer of knowledge. 7. The teacher collaborates with colleagues to develop lessons with interdisciplinary and seamless components. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Unit plan includes technology tools that improve student achievement, where student choice is given to explore real-world connections beyond the curriculum. | Unit plan includes technology tools which are consistently infused to improve student achievement. | Unit plan includes technology tools but are not age appropriate or aligned to the current standards. | Unit plan does not include the use of any technology. |  |

**Domain 2 - Classroom Culture and Environment**

Element 1 - The classroom environment reflects Catholic Identity.

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| **Teacher Evidence** | **Student Evidence** |
| 1. There is a sacred space in the classroom that reflects the current liturgical season. 2. Symbols of the Catholic faith are visible. 3. Class includes prayer. 4. Religious literature is accessible for student use. 5. Mission, Vision and/or Belief Statements are posted and known. 6. Teacher interaction with others, self, and students are infused with Catholic values.   As evidenced by:   * Respectful talk and turn taking * Respect for students’ background and life outside the classroom * Teacher and student body language * Physical proximity * Warmth and caring * Politeness * Encouragement * Active listening * Fairness | 1. Students actively participate in prayer. 2. Student interaction with others, self, and teachers are infused with Catholic values.   As evidenced by:   * Respectful talk and turn taking * Respect for students’ background and life outside the classroom * Teacher and student body language * Physical proximity * Warmth and caring * Politeness * Encouragement * Active listening * Fairness   C. Student work is displayed and developed that demonstrate their connection to their faith lives. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| The students naturally contribute to the Catholic Identity of the classroom environment through interactions that reflect Catholic values. | The physical classroom space and environment reflect Catholic Identity and there are regular teacher and student interactions that reflect Catholic values. | The physical classroom space reflects Catholic Identity but there are few interactions reflecting Catholic values. | The classroom environment does not reflect Catholic Identity. |  |

**Domain 2 - Classroom Culture and Environment**

Element 2 - A positive classroom culture is created and sustained through clear expectations of conduct and effective classroom management.

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| **Teacher Evidence** | **Student Evidence** |
| 1. The teacher addresses off task behavior according to the classroom policy with a minimal loss of instruction. 2. There are different expectations for conduct, depending on the learning activity, such as teacher presentation, collaboration, and individual work time. 3. Teacher reinforces positive behavior. 4. Classroom expectations are posted and referenced. 5. Teacher uses proximity to control, encourage, and/or monitor student behavior and/or work. 6. Teacher defines behavior expectations when there is a transition. 7. The teacher uses dignity when disciplining. 8. Teacher provides opportunities to students to give feedback on classroom rules and expectations. | 1. Students have an opportunity to provide feedback on classroom rules and expectations. 2. Students exhibit respect for the teacher and one another. 3. Students respond quickly and respectfully to teacher redirection. 4. Students can model and explain the behavior expectations for different types of learning activities. 5. Students give appropriate and respectful feedback to peers according to classroom expectations. 6. Students participate in activities with minimal loss of instruction. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Students take an active role in reinforcing classroom management and expectations of conduct contributing to a positive classroom culture. | There are clear classroom management and expectations of conduct that reinforce a positive classroom culture. | There are some classroom management and expectations of conduct but they are not reinforced and there is minimal evidence of a positive classroom culture. | There is little classroom management and few expectations of conduct, resulting in minimal evidence of a positive classroom culture. |  |

**Domain 2 - Classroom Culture and Environment**

Element 3 - Classroom routines and procedures for transitions, handling of supplies, including technology, and performance of non-instructional duties are established and occur smoothly with minimal loss of instructional time.

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| **Teacher Evidence** | **Student Evidence** |
| 1. Teacher establishes routines and procedures which allow students to work productively at all times. 2. Teacher uses clear verbal and nonverbal cues to signal transitions to various activities. 3. Teachers have all necessary materials at hand. 4. Non-instructional duties are completed with minimal disruption. 5. Teachers have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction. | 1. Students look for cues and/or follow directions during transitional time. 2. Students know what to do without asking for clarification. 3. Students know where all supplies are located and understand the procedure for getting supplies, bathroom, water, bellwork, HW, changing activities, etc. 4. Students transition from one activity to another with minimal loss of instructional time. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Students contribute to carrying out established routines and procedures that maximize order and efficiency with little to no loss of instructional time. | Classroom routines and procedures for transitions, handling of supplies including technology, and performance of non-instructional duties are established and occur smoothly with minimal loss of instructional time. | Classroom routines and procedures for transitions, handling of supplies including technology, and performance of non-instructional duties occur with loss of instructional time. | Classroom routines and procedures for transitions, handling of supplies including technology, and performance of non-instructional duties are not evident. |  |

**Domain 2 - Classroom Culture and Environment**

Element 4 - The classroom is safe and the physical environment ensures the learning of all students.

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| **Teacher Evidence** | **Student Evidence** |
| 1. The teacher arranges the physical layout of the room to allow for free movement and space for students to adequately accomplish all learning tasks. 2. Classroom space is organized to maximize learning and free of clutter. 3. The teacher ensures that the physical arrangement of the class does not impede learning. 4. Teacher provides specific accommodations to students with special needs related to the physical layout of classroom. 5. The teacher is aware of and follows all safety protocols and procedures. 6. Classroom arrangement allows for fluid movement from transition to activity. 7. Teacher allows students to adapt the physical environment when appropriate to ensure learning. | 1. Students demonstrate that they know how to safely use classroom equipment and materials. 2. Students know rules and regulations of all safety drills. 3. Students move about the classroom easily and safely during learning activities and transitions. 4. Students adapt to the physical environment to advance learning. 5. Students keep the areas around their desk clutter free. 6. Students clean and put away supplies with a minimal loss of instruction time. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Students contribute to the safety and adapt the physical environment to ensure the learning of all students. | The classroom is safe, and the physical environment ensures the learning of all students. | The classroom arrangement is safe but the physical environment does not ensure the learning of all students. | There are some safety concerns due to the classroom arrangement, and the physical environment does not ensure the learning of all students. |  |

**Domain 2 - Classroom Culture and Environment**

Element 5 - The classroom environment is conducive to learning and perseverance by all students.

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| **Teacher Evidence** | **Student Evidence** |
| 1. The teacher has high expectations for ALL students to persevere and produce their personal best. 2. Teacher explains the importance of what they are learning. 3. Special needs students are comfortable and able to focus on their work without feeling “different” or “singled out.” 4. The teacher expects high quality work from students. 5. Curriculum rich environment evidenced by -    1. Quality essential questions    2. Academic word walls    3. ABC blocks    4. Literary examples    5. Data charts and graphs    6. Student work    7. Daily learning goals 6. Teacher creates environment where students feel safe to speak up and make mistakes. | 1. The students have high expectations for themselves to persevere and produce their personal best. 2. Students are able to explain the importance of what they are learning. 3. Students feel safe to speak up and make mistakes during the learning process. 4. Students are accepting of their classmates different learning needs. 5. Students are respectful when others speak up and make mistakes during the learning process. 6. Students contribute to ideas and suggestions for bulletin boards. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **NA** |
| The classroom environment produces students that have high expectations for themselves and others to persevere and produce their personal best. | The teacher creates a classroom environment that is conducive to learning and perseverance by all students. | The teacher creates a classroom environment that is conducive to learning and perseverance by some students. | The classroom environment is not conducive to learning and does not encourage students to persevere. |  |

**Domain 3 - Instructional Strategies**

Element 1 - Students are able to connect the lesson to their developing faith life.

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| **Teacher Evidence** | **Student Evidence** |
| 1. Teacher references Catholic values infused in the lesson. 2. Teacher introduces and or models elements of Catholic moral teaching in various disciplines. 3. Teacher provides opportunities to connect lessons to students’ developing faith life, real world situations, and daily choices. 4. Teacher applies a Catholic lens to various systems of beliefs and morality. | 1. Students give specific examples of applying lessons to their faith life. 2. Students can describe the Catholic values infused in the lesson. 3. Students connect various systems of belief and morality to their own developing faith lives. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Students independently connect their developing faith life to real world situations and daily choices. | Students connect the lesson to their developing faith life. | Teacher connects the lesson to the students’ developing faith life. | Teacher does not make connections in the lesson to students’ developing faith life. |  |

**Domain 3 - Instructional Strategies**

Element 2 - Students have a general understanding of the essential questions referenced in the lesson.

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| **Teacher Evidence** | **Student Evidence** |
| 1. The Essential Question(s) is clearly posted and visible to all students. 2. The teacher refers to the Essential Question(s) during lessons. 3. The teacher includes the Essential Question(s) in formative and/or summative assessments. | 1. Students are able to explain/demonstrate understanding of Essential Question(s). 2. Students reference Essential Question(s) during the lesson. 3. Students connect Essential Question(s) to the lesson. 4. Students demonstrate real-world applications related to the Essential Question(s). |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Students independently explain how their current activities relate to the Essential Question and make real-world applications. | Students explain how their current activities relate to the Essential Question. | Teacher aligns, posts, and references Essential Questions. | The teacher does not align, post, and reference Essential Questions. |  |

**Domain 3 - Instructional Strategies**

Element 3 - Students are able to explain the learning objectives and outcomes.

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| **Teacher Evidence** | **Student Evidence** |
| 1. Teacher communicates the learning objectives and outcomes clearly, concisely, and consistently. 2. Learning objectives are posted (SWBAT). 3. Teacher references the learning objectives directly to student activities, classwork, formative assessments and real-world applications. 4. Teacher models, gives examples, and provides practice of expectations. 5. Teacher involves students in summarizing lesson highlights. | 1. Students can clearly state what they are expected to know and be able to do. 2. Student performance on learning activities and assessments reflects an understanding of learning objectives and application to the real-world. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Students independently explain how their current activities relate to the learning objectives and make real-world applications. | Students clearly state what they are expected to know and be able to do as it relates to the learning objective. | Teacher aligns, posts, and references learning objectives. | Teacher does not align, post, and reference learning objectives. |  |

**Domain 3 - Instructional Strategies**

Element 4 - Students are able to explain the connection between what they are learning and the real world.

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| **Teacher Evidence** | **Student Evidence** |
| 1. Teacher seamlessly makes real world connections related to the learning objectives. 2. Teacher uses real world examples during instruction. 3. Instructional tasks and authentic assessments include real world applications. | 1. Students are able to explain or demonstrate how real world applications offered during instruction relate to the learning objectives. 2. Students make personal real world connections and relate them to the learning objectives. 3. Students can explain how knowledge or skills learned in one content area can be transferred to another. 4. Students engage in an authentic assessment or performance task related to a real world situation or real world problem. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Students independently connect learning objectives to real world application, and extend to include other subjects. | Students connect learning objectives to real world applications. | Teacher connects learning objectives to real world applications. | Teacher does not connect learning objectives to the real world. |  |

**Domain 3 - Instructional Strategies**

Element 5 - Students are intellectually engaged in rigorous content, through well-designed learning tasks.

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| **Teacher Evidence** | **Student Evidence** |
| 1. Learning tasks include discussion, problem-solving, making connections, identifying patterns, and or testing hypotheses. 2. The lesson provides opportunities for cooperative learning. 3. The lesson is structured with a beginning, middle and end. 4. The lesson balances activities and assignments created in a way to maximize student achievement. 5. Learning tasks offer student choice. 6. Learning tasks include reflection and or self-assessment. 7. Teacher presents content through a variety of modalities (kinesthetic, visual, and auditory, etc.) | 1. Students use a variety of instructional tools and activities. 2. Students ask content related questions that deepen their knowledge or understanding. 3. Students assist their classmates with the understanding of the content. 4. Students persist even when tasks are challenging. 5. Students engage in discussion about complex content. 6. Students have the flexibility to generate ideas and make choices to demonstrate their learning. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Students are independently engaged in rigorous content, through well-designed learning tasks and make real world connections. | Students are intellectually engaged in rigorous content through well-designed learning tasks. | Teacher provides learning tasks that result in limited student engagement. | Teacher does not intellectually engage students through well-designed learning tasks. |  |

**Domain 3 - Instructional Strategies**

Element 6 - The teacher utilizes a variety of questioning techniques designed to promote depth of knowledge and understanding.

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| **Teacher Evidence** | **Student Evidence** |
| 1. Teacher uses mix of higher/lower questioning. 2. Questions are purposeful and aligned with lesson objectives. 3. Use of appropriate wait time. 4. Asks higher and lower cognitive questions (oral and written) that align with all four levels of DoK (Webb’s Depth of Knowledge) 5. Teacher builds on and uses student responses. 6. Questioning techniques are designed to ensure wide participation of students (e.g., turn and talk, small group discussion, think-pair-share). | 1. Students actively respond and participating during the think/wait time. 2. Students make connections between new knowledge and what has been taught. 3. Students ask meaningful questions that pertain to the lesson being taught. 4. Students lead discussion. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Students ask meaningful questions and lead discussions that make connections between what is being taught and the real world. | Teacher utilizes a variety of questioning techniques designed to promote depth of knowledge and understanding. | Teacher utilizes some questioning techniques that promote depth of knowledge or understanding. | Teacher does not utilize a variety of questioning techniques to promote depth of knowledge and understanding. |  |

**Domain 3 - Instructional Strategies**

Element 7 - Students contribute to extend the content and explaining concepts to their classmates.

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| **Teacher Evidence** | **Student Evidence** |
| 1. Teacher serves as the facilitator for small group, large group and peer to peer discussion. 2. Teacher varies tasks to create opportunities for students to learn from each other. 3. Teacher asks students to explain and apply their knowledge of concepts to new situations. 4. Teacher purposefully places students in groups to explain concepts to each other. 5. Teacher provides a rubric for students to demonstrate their knowledge of concepts and depth of understanding. | 1. Students invite comments from their classmates during discussion and challenge one another’s thinking. 2. Student groups are actively discussing content by asking and answering questions about the concepts learned. 3. Students use prior knowledge and make personal connections to the content. 4. Students demonstrate their knowledge of concepts and depth of understanding. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Students extend the content and demonstrate real world connections to their peers. | Students contribute to extending the content and in explaining concepts to their peers. | Teacher provides students with opportunities to extend the content but there is little to no interaction among students. | Teacher does not provide students the opportunity to extend the content or explain it to their peers. |  |

**Domain 3 - Instructional Strategies**

Element 8 - Students use academic vocabulary through opportunities provided by the teacher.

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| **Teacher Evidence** | **Student Evidence** |
| 1. Teacher holds students accountable for using academic vocabulary. 2. Academic vocabulary is introduced, utilized and referenced throughout the unit to create a word rich environment. 3. Teacher provides opportunities for students to engage in deep understanding of academic vocabulary across the curriculum. | 1. Students connect academic vocabulary to prior knowledge. 2. Students use academic vocabulary across the curriculum using various strategies. 3. In discussions and writing, students use academic vocabulary appropriately. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Students use and extend academic vocabulary appropriately in classroom discussions and activities to demonstrate real world connections. | Students use academic vocabulary appropriately in classroom discussions and activities. | Teacher provides students opportunities to use academic vocabulary. | Teacher does not provide students opportunity to use or extend academic vocabulary. |  |

**Domain 3 - Instructional Strategies**

Element 9 - The teacher uses differentiated instructional strategies that meet the varied and specific needs of all students.

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| **Teacher Evidence** | **Student Evidence** |
| 1. Instruction is differentiated using a variety of forms. 2. Homework aligns with the specific needs of students. 3. Learning activities engage multiple modalities (visual, auditory and kinesthetic, etc). 4. Teacher incorporates flexible learning groups aligned to learning goals and student needs. 5. Tiered activities support the academic readiness of a full range of learners. 6. Different strategies are offered to students to demonstrate their learning. | 1. Students engage in a variety of learning tasks. 2. Students identify when they need additional support and know how to access this support. 3. Students use the classroom environment and resources to meet their learning styles. 4. Students complete differentiated assignments that align with their learning style and/or academic readiness. 5. When appropriate, students have a choice in how to demonstrate their learning. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Students are aware of their varied and specific needs and use classroom resources to demonstrate the learning goals. | Teacher uses differentiated instructional strategies that meet the varied and specific needs of all students. | Teacher uses differentiated instructional strategies but only meets the varied and specific needs of some students. | Teacher does not use differentiated instructional strategies. |  |

**Domain 3 - Instructional Strategies**

Element 10 - Students are motivated to think innovatively in their use of available digital tools and/or environmental resources for research, exploring real-world issues, and solving authentic problems.

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| **Teacher Evidence** | **Student Evidence** |
| 1. The teacher exposes students to innovative uses of a variety of appropriate technological tools. 2. The teacher encourages appropriate student choice that is aligned to the learning goal. 3. The teacher is using technology to make real world connections beyond the curriculum. (Resource list is posted on dosp.org, <http://dosp.org/schoolsadmin/resource-list/>) 4. The teacher collaborates with colleagues to vertically align technology skills for continued skill reinforcement and transfer of knowledge. 5. The teacher collaborates with colleagues to develop lessons with interdisciplinary and seamless components. 6. The teacher incorporates digital tools as a means to increase student achievement, going beyond the technology for skill practice, word documents, and games. | 1. Students are using digital tools and resources to complete a variety of tasks that require a number of cognitive skills to complete. 2. Student tasks require students to make multiple strategic and procedural decisions as they are presented with new information throughout the course of the event. 3. Students collaborate with various groups. 4. Students are seamlessly using digital tools and/or environmental resources for information queries, creative problem-solving, student reflection, and/or product development. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Students teach others  to use available digital tools and/or environmental resources innovatively for authentic problem solving to explore real world connections beyond the curriculum. | Students are motivated to think innovatively in their use of available digital tools and/or environmental resources for research, exploring real world issues, and solving authentic problems. | Teacher’s use of available digital tools and environmental resources is inconsistent and/or not used for research, exploring real world issues, and authentic problems. | Teacher does not make digital tools and/or environmental resources available to students. |  |

**Domain 3 - Instructional Strategies**

Element 11 - Formative assessments, aligned to learning goals, are used regularly to guide instruction.

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| **Teacher Evidence** | **Student Evidence** |
| 1. Teacher regularly adjusts the lesson delivery and plans for re-teaching and re-engagement based on the results of the formative assessment(s). 2. Teacher pauses regularly to check for student understanding. 3. Teacher uses a variety of formative assessments to check students’ understanding. 4. Teacher monitors student responses during formative assessments (e.g., observational notes, class roster, checklist). 5. Teacher guide students through reflective formative assessments. 6. Teacher guides students through alternate methods of learning and practice. | 1. Students use their formative assessment performance to structure their studies and identify areas of weakness. 2. Students self-assess their progress towards the learning goals. 3. Students regularly complete various types of formative assessments throughout the lesson. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Students have an opportunity to engage in self-assessment aligned to learning goals to guide instruction. | Formative assessments, aligned to learning goals, are used regularly to guide instruction. | Teacher does not regularly use formative assessments aligned to learning goals to guide instruction. | Teacher does not use formative assessments aligned to learning goals. |  |

**Domain 3 - Instructional Strategies**

Element 12 - Students consistently receive specific academic feedback that aligns to learning goals and impacts student achievement.

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| **Teacher Evidence** | **Student Evidence** |
| 1. Students receive constructive feedback in time to help them grow from formative to summative. 2. When students respond to questions, the teacher addresses the academic content of the student response, not just the student effort (i.e., avoiding vague praise such as “Good job” or “Nice try” without more detailed feedback). 3. Immediate feedback directed to student during all learning activities. 4. Feedback should be tied to student achievement and areas for improvement. 5. Rubrics are provided prior to the learning task. | 1. Students collaborate with teacher and/or peers to share an understanding of their current learning status and what is needed to move forward in learning. 2. Students revise or elaborate on their answers based on specific academic feedback from teachers. 3. Students self-correct based on prior feedback from the teacher in a lesson. 4. After receiving teacher feedback, students give one another accurate academic feedback during learning tasks. 5. Student can read and interpret rubric before and after the assignment is completed. |

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| **Exceeds (4)** | **Meets (3)** | **Partially Meets (2)** | **Does Not Meet (1)** | **Not Applicable** |
| Students demonstrate their understanding of specific academic feedback given to them and are able to provide that feedback to other students. | Students consistently receive specific academic feedback that aligns to learning goals and impacts student achievement. | Teacher provides some feedback but it doesn’t necessarily align with specific learning goals. | Teacher does not provide specific academic feedback and the feedback does not align to learning goals. |  |