



# DISTINCTIVE SCHOOLS

## STANDARDS & OBJECTIVES

Ineffective (1)		Developing (2)		Effective (3)		Distinctive (4)	
<b>A</b>	The learning objectives do not align to standards. (i.e.- CCSS, NGSS, etc.)	<b>A</b>	The learning objectives align to standards but lack appropriate rigor. (i.e.- CCSS, NGSS, etc.)	<b>A</b>	The learning objectives align to standards and reflect the proper amount of rigor for the instructional level. (i.e.- CCSS, NGSS, etc.)	<b>A</b>	The learning objectives align to standards and reflect differing levels of rigor to address varying levels of student ability. (i.e.- CCSS, NGSS, etc.)
<b>B</b>	The learning objectives are not specific and measurable.	<b>B</b>	The learning objectives are not specific or measurable.	<b>B</b>	The learning objectives are specific and measurable.	<b>B</b>	The learning objectives are specific, measurable, and designed based on classroom assessment data.
<b>C</b>	Most students do not understand objective or activities of the lesson.	<b>C</b>	The teacher makes the specific objectives clear to most students.	<b>C</b>	The teacher makes the specific objectives clear to all students. (i.e.- discussion of objective, posting on board, copying in notebook, use of tree map)	<b>C</b>	The teacher uses an engaging anticipatory set to communicate lesson objective to all students. (i.e.- engaging hook, use of video, building student inquiry)
<b>D</b>	Most students do not understand the purpose or relevance of the lesson.	<b>D</b>	The teacher states purpose, relevance, or sequence in unit but students do not understand the significance of learning.	<b>D</b>	The teacher makes connections to purpose, relevance, and sequence in unit to help students understand significance of learning.	<b>D</b>	Students identify purpose, relevance, and sequence in unit to understand significance of learning.
<b>E</b>	No language objective is present for the lesson.	<b>E</b>	A language objective is present in the lesson but does not directly relate to the learning of students.	<b>E</b>	The teacher writes and communicates a language objective for the lesson. (i.e.- WIDA Standards)	<b>E</b>	In the learning process, students can identify how they are developing their language skills as a result of the lesson.

## ASSESSMENT

Ineffective (1)		Developing (2)		Effective (3)		Distinctive (4)	
<b>A</b>	Student work is not aligned to objective and does not require students to interpret information and think analytically.	<b>A</b>	Student work does not align to objective or does not include an element that requires students to interpret information and think analytically.	<b>A</b>	Student work is aligned to objective and includes an element that requires students to interpret information and think analytically.	<b>A</b>	Student work is aligned to objective and requires students to interpret information and think analytically.
<b>B</b>	Teacher does not use formative assessments to drive instruction.	<b>B</b>	Teacher uses at least one formative assessment to drive instruction.	<b>B</b>	Teacher uses multiple formative assessments to drive instruction including student independent work and program data.	<b>B</b>	Students use formative assessments to monitor and/or extend their learning.
<b>C</b>	There are no expectations and assessment criteria for successful student performance.	<b>C</b>	Expectations and assessment criteria are determined in planning process but not clearly communicated to students.	<b>C</b>	Expectations and assessment criteria are clearly communicated for successful student performance. (i.e.- rubric, checklist, mastery)	<b>C</b>	Students self or peer evaluate using assessment criteria to reinforce, relearn, or extend objective.
<b>D</b>	Teacher has no lesson assessment.	<b>D</b>	Assessment is present but teacher lacks system for collecting lesson assessment data, or only uses data to create a grade instead of driving future instruction.	<b>D</b>	Teacher implements systems for collecting and using lesson assessment data so that data can be used to inform next lesson. (i.e.- exit tickets, anecdotes, charts, portfolios, program data)	<b>D</b>	Teacher implements intentional system for using lesson assessment data immediately and creates differentiated assessments based on student performance.

**PRESENTATION OF CONTENT**

Ineffective (1)		Developing (2)		Effective (3)		Distinctive (4)	
<b>A</b>	Teacher does not use instructional tools to guide the lesson and move students towards mastery. (i.e.- technology, sentence stems, thinking maps, anchor chart, manipulatives, etc.)	<b>A</b>	Teacher's use of instructional tools does not move students towards mastery. (i.e.- technology, sentence stems, thinking maps, anchor chart, manipulatives, etc.)	<b>A</b>	Teacher uses instructional tools to deliver the lesson and move students towards mastery. (i.e.- technology, sentence stems, thinking maps, anchor chart, manipulatives, etc.)	<b>A</b>	Students independently use instructional tools to support their learning. (i.e.- technology, sentence stems, thinking maps, anchor chart, manipulatives, etc.)
<b>B</b>	Teacher does not use appropriate examples, non-examples, stories, analogies, or illustrations to support the learning objectives.	<b>B</b>	Teacher misses opportunities to use examples, non-examples, stories, analogies, or illustrations to support the learning objectives.	<b>B</b>	Teacher uses examples, non-examples, stories, analogies, or illustrations to support the learning objectives.	<b>B</b>	Students contribute purposeful examples, non-examples, stories, analogies, or illustrations and teacher redirects student contributions not aligned to lesson objective.
<b>C</b>	The teacher does not capitalize on an opportunity to utilize modeling and metacognition to transfer new learning.	<b>C</b>	The teacher models and provides metacognition to transfer new learning, but does not engage all learners in think aloud process.	<b>C</b>	The teacher capitalizes on opportunities to model and provide metacognition to transfer new learning. (i.e.- use of "I DO" in Gradual Release of Responsibility)	<b>C</b>	All students fully engaged in modeling strategies and provide metacognition to elevate learning of class and diagnose student mistakes.
<b>D</b>	Students disengage or do not comprehend as a result of inadequate pacing of multiple lesson segments.	<b>D</b>	Students disengage or do not comprehend as a result of inadequate pacing of a lesson segment.	<b>D</b>	Student engagement and comprehension is monitored to implement appropriate pacing of lesson.	<b>D</b>	Teacher offers flexible lesson pacing to address all needs of learners and ensure full engagement and comprehension.
<b>E</b>	Teacher fails to facilitate experiences that advance student learning in both face-to-face and virtual environments.	<b>E</b>	Teacher uses their knowledge of subject matter and technology to facilitate experiences that advance student learning in both face-to-face and virtual environments.	<b>E</b>	Teacher utilizes available technology to facilitate experiences that advance student learning in both face-to-face and virtual environments that promote collaboration and innovative thinking.	<b>E</b>	Teacher utilizes all available technology to engage students in exploring real-world issues and solve authentic problems in both face-to-face and virtual environments that promote collaboration and innovative thinking.
<b>F</b>	No academic vocabulary is taught.	<b>F</b>	In all content areas, some academic vocabulary is taught but there are missed opportunities to teach some terms.	<b>F</b>	In all content areas, academic vocabulary is taught.	<b>F</b>	In all content areas, students authentically use academic vocabulary terms.

**DIFFERENTIATING INSTRUCTION**

Ineffective (1)		Developing (2)		Effective (3)		Distinctive (4)	
<b>A</b>	Assessment results are not utilized to identify students who need differentiated support and determine grouping arrangements.	<b>A</b>	Assessment results are inadequately utilized to identify differentiated support for students and determine grouping arrangements.	<b>A</b>	Assessment results are consistently utilized to identify differentiated support for all students and determine grouping arrangements.	<b>A</b>	Students use assessment results to take ownership of learning process by analyzing mistakes, seeking help, and selecting support that will aid in mastery of learning.
<b>B</b>	Planned instruction targets the whole class and does not address the learning needs of each student.	<b>B</b>	Planned instruction targets groupings of students but may not be designed at the appropriate zones of proximal development.	<b>B</b>	Planned instruction targets groupings of students to learn in their zones of proximal development.	<b>B</b>	Planned instruction is personalized for each student to learn in their zone of proximal development.
<b>C</b>	Does not differentiate instruction	<b>C</b>	The teacher anticipates student difficulty and responds with a differentiation strategy that does not impact learning. The strategy may include: 1. Content: (i.e.- tiered vocabulary, varying reading levels, highlighted texts, readiness, building background knowledge) 2. Process: (i.e.- tiered lessons, leveled stations, peer buddy, teacher guided group) 3. Product: (i.e.- tiered assessments, varied timelines, modified mastery criteria,) 4. Learning Profile: (i.e.- choice products, multiple intelligences, student interest, EL Profile) 5. Environment: (i.e.- varied types of student work stations, account for student affect)	<b>C</b>	The teacher anticipates student difficulty and responds with a differentiation strategy that impacts learning. The strategy may include: 1. Content: (i.e.- tiered vocabulary, varying reading levels, highlighted texts, readiness, building background knowledge) 2. Process: (i.e.- tiered lessons, leveled stations, peer buddy, teacher guided group) 3. Product: (i.e.- tiered assessments, varied timelines, modified mastery criteria,) 4. Learning Profile: (i.e.- choice products, multiple intelligences, student interest, EL Profile) 5. Environment: (i.e.- varied types of student work stations, account for student affect)	<b>C</b>	The teacher anticipates student difficulty and all students succeed as a result of a differentiation strategy. The strategy may include: 1. Content: (i.e.- tiered vocabulary, varying reading levels, highlighted texts, readiness, building background knowledge) 2. Process: (i.e.- tiered lessons, leveled stations, peer buddy, teacher guided group) 3. Product: (i.e.- tiered assessments, varied timelines, modified mastery criteria,) 4. Learning Profile: (i.e.- choice products, multiple intelligences, student interest, EL Profile) 5. Environment: (i.e.- varied types of student work stations, account for student affect)
<b>D</b>	For co-teaching only: Instruction reflects no collaboration in planning and instruction is dominated by one teacher.	<b>D</b>	For co-teaching only: Instruction reflects some collaboration in planning but all teachers are not fully utilized delivering a co-teaching method. (i.e. bilingual rotation, parallel teaching, team teaching, one teach-one assist, station teaching, alternative teaching)	<b>D</b>	For co-teaching only: Instruction reflects strong collaboration in planning and all teachers are fully utilized in delivering a co-teaching method. (i.e. bilingual rotation, parallel teaching, team teaching, one teach-one assist, station teaching, alternative teaching)	<b>D</b>	For co-teaching only: Instruction reflects strong collaboration in planning and all students' needs are met through selection and implementation of proper co-teaching method. (i.e. bilingual rotation, parallel teaching, team teaching, one teach-one assist, station teaching, alternative teaching)

**LEARNING TASKS**

Ineffective (1)		Developing (2)		Effective (3)		Distinctive (4)	
<b>A</b>	Tasks do not align to lesson objectives.	<b>A</b>	Most tasks align to the lesson objectives.	<b>A</b>	All tasks align to the lesson objectives.	<b>A</b>	All tasks align to the lesson objectives.
<b>B</b>	No 21st century learning skills are included in lesson.	<b>B</b>	Learning tasks incorporate an element of 21st century learning skills that may include: 1. Information Literacy: applying research to given challenge 2. Collaboration: working together to reach common goal 3. Communication: comprehend ideas between a variety of mediums and audiences 4. Innovation: refining and improving ideas 5. Problem Solving: experimentation to find viable solution 6. Citizenship: global awareness and responsible technology use	<b>B</b>	Learning tasks are designed for the primary purpose of developing 21st century learning skills that may include: 1. Information Literacy: applying research to given challenge 2. Collaboration: working together to reach common goal 3. Communication: comprehend ideas between a variety of mediums and audiences 4. Innovation: refining and improving ideas 5. Problem Solving: experimentation to find viable solution 6. Citizenship: global awareness and responsible technology use	<b>B</b>	Students demonstrate multiple examples of 21st learning skills that may include: 1. Information Literacy: applying research to given challenge 2. Collaboration: working together to reach common goal 3. Communication: comprehend ideas between a variety of mediums and audiences 4. Innovation: refining and improving ideas 5. Problem Solving: experimentation to find viable solution 6. Citizenship: global awareness and responsible technology use
<b>C</b>	Students do not have enough opportunities to practice and do not master lesson objective.	<b>C</b>	Teacher designs multiple practice opportunities that include combinations of whole class, small group, partner, and individual applications but fails to adjust based on student performance.	<b>C</b>	Teacher designs multiple practice opportunities that include combinations of whole class, small group, partner, and individual applications. (i.e.- We Do, You Do Together, and You Do portion of Gradual Release of Responsibility)	<b>C</b>	The teacher implements the appropriate amount of practice opportunities and support for all students to demonstrate significant growth in mastering objective.

**QUESTIONS**

Ineffective (1)		Developing (2)		Effective (3)		Distinctive (4)	
<b>A</b>	Questions do not align to lesson objectives.	<b>A</b>	Most questions align to lesson objectives and lead some students to deeper understanding.	<b>A</b>	Questions align to lesson objectives and lead students to deeper understanding.	<b>A</b>	Students generate questions aligned to lesson objectives that aid in deeper understanding.
<b>B</b>	Responses are solicited from a limited number of students.	<b>B</b>	Responses are solicited from a variety of students.	<b>B</b>	Responses are solicited from a variety of students in a variety of ways (i.e.- cold call, volunteer, random selection, choral, written, digital)	<b>B</b>	Teacher maximizes student response strategy to have maximum amount of students engaged in class questioning.
<b>C</b>	Adequate wait time of at least 3-5 seconds is never provided.	<b>C</b>	Adequate wait time of at least 3-5 seconds is sometimes provided.	<b>C</b>	Adequate wait time of at least 3-5 seconds is always provided.	<b>C</b>	Based on student need, teacher provides a balance of silent and narrated wait time of at least 3-5 seconds.
<b>D</b>	Low frequency of questions or no incorporation of higher level questioning.	<b>D</b>	Questions scaffold and address multiple levels of Bloom's taxonomy (knowledge, comprehension, application, analysis, synthesis, and evaluation)	<b>D</b>	Questions scaffold and when appropriate to lesson require students to think at higher levels of Bloom's taxonomy (knowledge, comprehension, application, analysis, synthesis, and evaluation)	<b>D</b>	Teacher selects leveled questions based on student response and when appropriate to lesson students have multiple opportunities to think on higher levels of Bloom's taxonomy.

**PROVIDING FEEDBACK**

Ineffective (1)		Developing (2)		Effective (3)		Distinctive (4)	
<b>A</b>	Instruction is dominated by teacher lecture with no opportunities for student input and responses.	<b>A</b>	Instruction and feedback is two-sided but reflects missed opportunities for peer and self reflection.	<b>A</b>	Teacher facilitates an instructional dialogue between teacher and student, student to student, or a reflective self evaluation from the student.	<b>A</b>	All students are consistently self evaluating their progress towards achievement of academic or behavioral goals and determining next steps to advance development.
<b>B</b>	Students do not have opportunities to provide responses.	<b>B</b>	Responses are collected from a small sample of students who only respond when they are certain they are correct.	<b>B</b>	Teacher creates a learning environment in which students frequently and openly provide responses even when they might be incorrect.	<b>B</b>	Students embrace growth mindset and value incorrect responses as opportunities to learn.
<b>C</b>	No feedback is exchanged in lesson.	<b>C</b>	Feedback cycle does not occur in a timely manner or does not provide specific information for student to move towards mastering objective.	<b>C</b>	Feedback is timely and very specifically highlights what the student is doing correctly or incorrectly.	<b>C</b>	Students routinely self identify what they are doing correctly or incorrectly and determine their own path for academic and behavioral growth.
<b>D</b>	Teacher does not respond to any student responses or students have no opportunities to share responses.	<b>D</b>	Teacher gives students general praise like "good job" for correct responses and provide students answers for incorrect responses.	<b>D</b>	For correct or incorrect responses, teacher presents feedback to student(s) through questions that prompt student(s) to diagnose their own work and discover answers with guidance from teacher.	<b>D</b>	Students engage in self questioning to diagnose their performance and make appropriate adjustments.
<b>E</b>	Teacher does not create opportunities to use observations and/or conversations with students to monitor and adjust instruction as needed.	<b>E</b>	Teacher misses a cue to use observations and/or conversations with students to monitor and adjust instruction as needed.	<b>E</b>	Teacher consistently uses observations and/or conversations with students to monitor, adjust, reinforce, or extend instruction as needed.	<b>E</b>	Students use observations and/or conversations with the teacher or each other to monitor, adjust, reinforce, or extend their own learning.

**STUDENT ENGAGEMENT**

Ineffective (1)		Developing (2)		Effective (3)		Distinctive (4)	
<b>A</b>	Less than 80 % of students are on-task and active in the learning process.	<b>A</b>	At least 80 % of students are on-task and active in the learning process.	<b>A</b>	At least 95 % students are on-task and active in the learning process (i.e.- compliant vs. engaged, number of volunteers, turn and talks, tracking with eyes, student production)	<b>A</b>	All students are on-task and active in the learning process.
<b>B</b>	Engagement strategies reflect no consideration for student interest, cultural background, experience, and relevance of lesson.	<b>B</b>	Engagement strategies reflect missed opportunities to connect to student interest, cultural background, experience, and relevance of lesson.	<b>B</b>	Engagement strategies reflect careful consideration for student interest, cultural background, experience, and relevance of lesson.	<b>B</b>	Students can identify lesson connections to their interest, cultural background, experience, or personal relevance.
<b>C</b>	All learning activities are teacher centered.	<b>C</b>	Most learning activities are teacher centered and lesson reflects missed opportunities to facilitate student ownership of learning.	<b>C</b>	Most learning activities are student centered with minimized teacher centered activities.	<b>C</b>	Teacher selects appropriate balance of student centered activities that leads to full lesson engagement.
<b>D</b>	Teacher does not use positive reinforcement.	<b>D</b>	Teacher uses corrective student redirection more than specific positive reinforcement, or positive reinforcement may not be specific. (i.e.- good job, nice work)	<b>D</b>	Teacher uses specific positive reinforcement more than corrective student redirection.	<b>D</b>	With a high frequency, teacher uses specific positive feedback to reinforce and highlight numerous behavior and academic accomplishments.

**CLASSROOM MANAGEMENT**

Ineffective (1)		Developing (2)		Effective (3)		Distinctive (4)	
<b>A</b>	There is no evidence that clear rules, consequences, and positive reinforcement have been established.	<b>A</b>	Clear rules, consequences, and positive reinforcement have been established but they are not consistently enforced.	<b>A</b>	Clear rules, consequences, and positive reinforcement are consistently enforced and tie into school wide behavior systems.	<b>A</b>	Students possess intrinsic motivation to uphold classroom management structures and value systems to create a productive learning environment.
<b>B</b>	The classroom climate/culture is toxic and several negative relationships exist among members of the classroom community.	<b>B</b>	The classroom climate/culture is mostly inclusive and strategies have been implemented to build positive relationships but have not fully developed.	<b>B</b>	The classroom climate/culture is an environment of inclusivity and demonstrates positive relationships built among all members of the classroom community.	<b>B</b>	The classroom climate/culture is inclusive and all members demonstrate empathy, compassion, and mutual respect.
<b>C</b>	Transitions are inefficient.	<b>C</b>	Transitions are sometimes efficient.	<b>C</b>	Transitions are efficient.	<b>C</b>	Transitions are efficient and reflect clear practice of routine classroom procedures.
<b>D</b>	The teacher uses confrontational and negative language to attempt to maintain control of students.	<b>D</b>	The teacher uses confirmative and positive language to set and hold high academic and behavior expectations for all students, but may use an occasional confrontational statement.	<b>D</b>	The teacher uses confirmative and positive language to set and hold high academic and behavior expectations for all students.	<b>D</b>	Students use confirmative and positive language to set and hold high academic and behavior expectations for each other.
<b>E</b>	Teacher addresses disruptive behavior in confrontational manner that results in lost instructional time.	<b>E</b>	Based on knowledge of the student, teacher utilizes a differentiated redirection strategy but student(s) are unable to engage in learning activity.	<b>E</b>	Based on knowledge of the student, teacher utilizes a differentiated redirection strategy that is non-threatening and results in engagement in learning activity. (i.e.- individual behavior plan, behavioral RTI strategies, non-verbal cues)	<b>E</b>	Students can self or peer correct in an appropriate manner resulting in no loss of instructional time.