

Strengths: Purpose

In this dimension, your district has achieved a level of: **EXPERT (3.51 - 4)**.

Typically, a participant who achieves this level of expertise:

- Critically analyzes whether purpose is clearly articulated, connected to standards, embedded in instruction, and understood by students.
- Critically analyzes lesson in relation to standards.
- Critically analyzes how lesson links to other lessons (previous and future) in support of students meeting standard.
- Critically analyzes how, if at all, the purpose helps students to meet grade-level standards, whether it is meaningful and relevant to students beyond the task at hand, what is the transferable skill related to the standard.
- Raises questions about teacher decision-making, in relation to standards, based on ample evidence of student learning and/or pedagogical content knowledge.
- Connects use of standards in this lesson to a clear vision of equitable teaching and learning for all students.
- Imagines alternatives related to use of standards grounded in evidence from the observed lesson, knowledge of content and pedagogy and a vision of equity for all students.
- Critically analyzes whether teaching point is clearly articulated, connected to standards, derived from specific content-area demands (e.g., what real readers, mathematicians, scientists, historians, artists, etc. do), embedded in the lesson, and understood by students.
- Critically analyzes lesson in relation to teaching point and teaching decisions.
- Critically analyzes how lesson links to broader purpose.
- Critically analyzes how, if at all, the teaching point helps students to meet grade-level standards and content demands, whether it allows for inquiry, whether it is meaningful and relevant to students beyond the task at hand, what is the transferable skill.
- Raises questions about teacher decision-making, in relation to the teaching point of the lesson, based on evidence of student learning and/or pedagogical content knowledge.
- Connects discussion of teaching point to a clear vision of equitable teaching and learning for all students.
- Imagines alternatives related to teaching point grounded in evidence from the observed lesson, knowledge of content and pedagogy and a vision of equity for all students.

Strengths: Student Engagement

In this dimension, your district has achieved a level of: **EXPERT (3.51 - 4)**.

Typically, a participant who achieves this level of expertise:

- Critically analyzes who is doing what intellectual work, when, how, and why.
- Critically analyzes the substance of the intellectual work in support of student learning (e.g., relationship to the discipline-specific content demands, language development, and learning needs of students).
- Critically analyzes the role of students with different learning and language needs (e.g., ownership of the content, nature of participation in constructing meaning, etc.).
- Critically analyzes the role of the teacher in strategically releasing responsibility for intellectual work to students.
- Raises questions about teacher decision-making regarding roles and participation, based on evidence from the observed lesson and/or knowledge of content and pedagogy.
- Connects discussion of intellectual work to a clear vision of equitable teaching and learning for all students.
- Imagines alternatives regarding intellectual work grounded in evidence from the observed lesson and/or knowledge of content and pedagogy to ensure equity for all students.
- Critically analyzes the efficacy and use of strategies to ensure that all students have access to and are expected to participate in learning.
- Critically analyzes how the use of strategies encourages equitable and purposeful student participation (e.g., in talk, in their own learning/meaning-making, and in informing teaching decisions).
- Critically analyzes how the teacher takes into account each student's needs and interests to foster active engagement in learning.
- Critically analyzes teacher moves with regard to engagement (e.g., how teacher questions reflect knowledge of content, pedagogy, and student learning; how teacher capitalizes on student responses in order to extend conversation and learning).
- Raises questions about teacher decision-making regarding student engagement, based on evidence from the observed lesson and/or pedagogical content knowledge.
- Connects discussion of engagement strategies to a clear vision of equitable teaching and learning for all students.
- Imagines alternative engagement strategies grounded in evidence from the observed lesson and/or knowledge of content and pedagogy to ensure equity for all students.
- Critically analyzes how talk connects student background knowledge and experience to discipline-specific ways of thinking and communicating.

Strengths:

Student Engagement (cont.)

- Critically analyzes how student talk reflects accountability to learning (individual and collective), to the habits of thinking within the particular discipline, and to the content or concept under consideration.
- Critically analyzes the teacher's language in facilitating student talk that is accountable to learning (individual and collective), to the habits of thinking within the discipline, to the content or concepts under consideration, and to creating an inclusive environment.
- Critically analyzes rigor of student and teacher discourse (e.g., use of academic language, content knowledge, construction of new meaning, metacognition, insights and connections, questions raised).
- Raises questions about student talk in relation to meaning-making, language development, and assessment, based on evidence from the observed lesson and/or knowledge of content and pedagogy.
- Connects discussion of student talk to a clear vision of equitable teaching and learning for all students.
- Imagines alternatives related to the substance of student talk grounded in evidence from the observed lesson and/or knowledge of content and pedagogy to ensure equity for all students.

Strengths:

Curriculum & Pedagogy

In this dimension, your district has achieved a level of: **EXPERT (3.51 - 4)**.

Typically, a participant who achieves this level of expertise:

- Critically analyzes choice of curriculum materials (e.g., texts, tasks, key content, specific concepts), whether curriculum materials are:
 - appropriately challenging and supportive for all students,
 - aligned with the lesson purpose and content area standards,
 - culturally and academically relevant.
- Critically analyzes the teacher's demonstrated content knowledge (e.g., use of academic language, conceptual understanding) and its impact on student learning.
- Considers the relationship of this lesson to the larger unit and to the sequence and development of conceptual understanding over time.
- Raises questions about teacher decision-making regarding choice of materials and use based on evidence of student learning and/or pedagogical content knowledge.
- Connects discussion of curriculum to a clear vision of equitable teaching and learning for all students.
- Imagines curricular alternatives based on evidence from the observed lesson and/or knowledge of content and pedagogy to ensure equity for all students.
- Critically analyzes rationale and use of instructional approaches and strategies by considering:
 - the interplay of explicit teaching and student-driven inquiry,
 - gradual release of responsibility towards independent use of transferable skills,
 - how student choice and ownership are nurtured.
- Raises questions about teacher decision-making (e.g., the complexity of the task in relation to students' learning styles and needs) based on evidence from the observed lesson and/or pedagogical content knowledge.
- Connects discussion of teaching approaches/strategies to a clear vision of equitable teaching and learning for all students.
- Imagines alternative teaching approaches/strategies based on evidence from the observed lesson and/or knowledge of content and pedagogy to ensure equity for all students.
- Critically analyzes teacher moves to provide scaffolding and support in relation to observed evidence of student learning.
- Critically analyzes use of learning tools or supports (e.g., charts, overhead projector) in light of evidence of student learning.
- Critically analyzes in-the-moment teacher decisions to support student learning.
- Critically analyzes if and how support is strategic/intentional in moving towards increasing independence for all students (e.g., ELL, SPED).

Strengths:

Curriculum & Pedagogy (cont.)

- Raises questions about teacher decision-making in consideration of:
 - how the sequence of learning experiences supports each student in reaching learning objective(s) and grade-level standards,
 - the complexity of the task(s) in relation to students' learning styles, needs, and independence with a transferable skill.
- Connects discussion of scaffolding to a clear vision of equitable teaching and learning for all students.
- Imagines alternative scaffolds for learning based on evidence from the observed lesson and/or knowledge of content and pedagogy to ensure equity for all students.

Strengths:

Assessment for Student Learning

In this dimension, your district has achieved a level of: **EXPERT (3.51 - 4)**.

Typically, a participant who achieves this level of expertise:

- Critically analyzes how teacher uses multiple forms of assessment to understand the learning of each student within the observed lesson and over time.
- Critically analyzes how teacher assesses the learning of each student—understandings, confusions, etc.—based on students' performance throughout the lesson:
 - in relation to lesson objectives,
 - in relation to specific content demands,
 - in relation to transferable skills.
- Critically analyzes the quality of assessment tools and strategies in relation to lesson objectives and higher-level thinking skills.
- Considers multiple ways and/or opportunities for students to demonstrate/represent understanding(s).
- Critically analyzes opportunities for student self-assessment and reflection.
- Raises questions about teacher decision-making in consideration of:
 - what is guiding the teacher's assessment for student learning (e.g., benchmark standards, professional development),
 - the learning styles and needs of each student within the classroom,
 - systems and routines for assessing and keeping track of student learning.
- Connects discussion of assessment to a clear vision of equitable teaching and learning for all students.
- Imagines alternative assessment strategies based on evidence from the observed lesson and/or knowledge of content and pedagogy to ensure equity for all students.
- Critically analyzes indicators that teaching decisions are assessment driven.
- Offers own possible teaching decisions based on evidence of student learning from the observed lesson.
- Critically analyzes how teacher adjusts own teaching based on evidence of student learning (e.g., whether teacher persists with plans in spite of evidence of student understanding or confusion, how teacher adapts questions based on student responses).
- Considers how teacher recognizes and capitalizes on students' existing and/or emerging knowledge and experiences.
- Diagnoses the reasons why students may not be able to demonstrate understanding(s) and discusses how teacher responds.

Strengths: Assessment for Student Learning (cont.)

- Raises questions about teacher decision-making and interpretation of assessment data in consideration of:
 - what is guiding the teacher's assessment for student learning (e.g., anecdotal records, student talk, student work),
 - the learning styles and needs of each student within the classroom,
 - systems and routines for assessing and keeping track of student learning.
- Connects discussion of teaching adjustments to a clear vision of equitable teaching and learning for all students.
- Imagines alternative adjustments based on evidence from the observed lesson and/or knowledge of content and pedagogy to ensure equity for all students.

Strengths:

Classroom Environment & Culture

In this dimension, your district has achieved a level of: **EXPERT (3.51 - 4)**.

Typically, a participant who achieves this level of expertise:

- Critically analyzes how the physical arrangement of the room (e.g., meeting area, resources, student seating, technology, etc.) is conducive to student learning:
 - how the physical environment reflects current focus of study,
 - how materials and resources are accessible to all students,
 - how the space facilitates student engagement.
- Critically analyzes how the physical environment (e.g., libraries, materials, charts, technology, etc.) is utilized to assess student understanding and to support learning:
 - how teacher uses resources in the physical environment to scaffold student learning (e.g., whether the teacher listens to student talk, moves around the room to observe and confer with students, etc.),
 - how students use resources in the physical environment to support learning and independence (e.g., whether students refer to charts during independent work time, know how to access the appropriate materials to support their learning, etc.).
- Considers whether posted work reflects critical thinking and ownership of learning (e.g., co-constructed charts, evidence of student reasoning, examples of student writing, etc.).
- Raises questions about teacher decision-making regarding the use of the physical environment.
- Connects discussion of the use of physical space to a clear vision of equitable teaching and learning for all students.
- Imagines alternative uses of the physical space based on evidence from the observed lesson and/or knowledge of content and pedagogy to ensure equity for all students.
- Critically analyzes how classroom routines and rituals facilitate student ownership & learning (e.g., coming prepared to class, using time productively, participating in small and large group learning).
- Critically analyzes use of routines and rituals to foster inclusive and respectful relationships (e.g., student-teacher and student-student) in building a community of learners (e.g., greeting one another by name, identifying and highlighting the specific intellectual contributions of all students, processes for group work, etc.).
- Critically analyzes how routines and rituals facilitate efficient and productive use of time (e.g., transitions, processes for discussion and collaboration, etc.) to maximize student learning.
- Raises questions regarding classroom routines and rituals.
- Connects discussion of routines and rituals to a clear vision of equitable teaching and learning for all students.
- Imagines alternative routines and rituals based on evidence from the observed lesson and/or knowledge of content and pedagogy to ensure equity for all students.

Strengths:

Classroom Environment & Culture (cont.)

- Critically analyzes how a sense of urgency (importance of the learning) is conveyed through time on task, expectations, accountability, language and actions.
- Critically analyzes how language and interactions (teacher-students, student-student) reflect beliefs about whether all students are valued, respected and viewed as intellectually capable.
- Critically analyzes participation, communication and interaction patterns to assess intentional efforts toward creating a culture of equity and learning (e.g., explicitly addressing issues of power and inequity, including and valuing all voices).
- Critically analyzes how routines support a culture of risk-taking, academic press (clarification, elaboration, challenging, etc.), and collective ownership and accountability for learning.
- Considers the extent to which the work of the classroom is intellectually rich and reflects the lives, interests, and culture(s) of students (e.g., opportunities for student choice and initiative).
- Considers evidence that teacher and students are reflective about their own learning.
- Raises questions about classroom culture.
- Connects discussion of classroom culture and climate to a clear vision of equitable teaching and learning for all students.
- Imagines alternative approaches for classroom environment and culture based on evidence from the observed lesson and/or knowledge of content and pedagogy to ensure equity for all students.