

TEACHER EFFECTIVENESS MEASURE (TEM)
GENERAL EDUCATION
ADDENDA



Early Childhood PreK-2nd

English as a Second Language (ESL)

Fine Arts

Health, Physical Education, and Lifetime Wellness (HPELW)

Special Education

World Language

Early Childhood PK--2nd Addendum

Indicator	Early Childhood Teacher Actions	Early Childhood Student Actions	
<p align="center">TEACH 1 Objective Driven Lessons</p>	<ol style="list-style-type: none"> 1. The teacher effectively focuses students' attention towards learning objectives and/or the purpose of learning. 2. The teacher engages students in work that moves students towards mastery. 3. The teacher actively facilitates students' engagement in activities and lessons to encourage participation and involvement. 4. The teacher uses a variety of modalities including auditory, visual, and movement. 5. The teacher uses a variety of materials to effectively interest students and gain their participation during activities and lessons. 6. The teacher actively facilitates students' engagement in activities and lessons to encourage participation and involvement. 7. The teacher should provide students with clear academic and behavior expectations for desired learning outcomes. 	<ol style="list-style-type: none"> 1. Students will verbally restate the learning objective and/or learning outcomes. 2. Students will participate in the lesson through active listening and accurately completing tasks. 3. Student participation will occur in all or some of the following ways: oral responses, visual cues, and/or pictorial representations. 	
	<p align="center">TEACH 2 Explain Content</p>	<ol style="list-style-type: none"> 1. The teacher explains and/or demonstrates concepts to their students. 2. The teacher presents content in a variety of settings- whole group, small groups, and workstations/center activities. 3. The teacher often uses discussion and activities that encourage analysis and reasoning. 	<ol style="list-style-type: none"> 1. Students will be able to complete tasks without asking additional questions to clarify content. 2. Students will demonstrate active listening strategies as the teacher explains a concept. 3. Students will receive hints, clues, and redirection to assist them with developing an understanding of the content.



Early Childhood PK-- 2nd Addendum

TEACH 3 Appropriately Challenging Work	<ol style="list-style-type: none"> 4. The teacher might use visuals/texts to explain a concept. 5. The teacher consistently links concepts and activities to one another and to previous learning. 6. The teacher consistently relates concepts to the students' actual lives. 7. The teacher often scaffolds for students who are having a hard time understanding a concept, answering a question, or completing an activity. 8. The teacher often provides additional information to expand on students' understanding or actions. 	
	<ol style="list-style-type: none"> 1. Teacher develops differentiated instructional lessons for students based on student performance data. 2. Teachers utilize Bloom's Taxonomy to differentiate student assignments. 3. Teachers develop instructional lessons that are geared towards the student's instructional and independent needs. 	<ol style="list-style-type: none"> 1. Students will complete tasks that are differentiated through content, process, or product. 2. Students will independently complete tasks that require them to respond to questions at different levels of Bloom's Taxonomy
TEACH 4 Content Engagement	<ol style="list-style-type: none"> 1. The teacher designs the classroom in a way that stimulates and challenges students and gives them choices that are appropriate for a range of ages, developmental stages, and abilities. 2. The teacher uses a variety of modalities including auditory, visual and movement and uses a variety of materials to effectively interest students and gain participation during activities and lessons. 3. The teacher effectively focuses students' attention toward learning objectives and/or the purpose of the lesson. 	<ol style="list-style-type: none"> 1. Students demonstrate engagement through interacting with a wide variety of manipulative and or technology. 2. Students are actively involved in the lesson by listening and/or responding to stimuli. 3. Students are exposed to a variety of multiple intelligence activities to ensure they are engaged in the lessons.



Early Childhood PK-- 2nd Addendum

TEACH 5 Higher- Level Thinking Skills	<ol style="list-style-type: none"> 4. The teacher uses advanced language with the students. 5. The teacher often repeats or expands the students' responses. 	
	<ol style="list-style-type: none"> 1. The teacher encourages students to ask questions, engage in and become responsible for their own learning, help plan experiences, and review what has been learned daily. 2. The teacher encourages students to think creatively and follow their interests and ideas. 3. The teacher helps students process information and use their prior knowledge, skills, experiences, and personal interests in introducing topics, themes and/or units. 	<ol style="list-style-type: none"> 1. Students frequently respond to questions that require them to use analysis and reasoning skills 2. Students independently develop questions and respond to peer questions 3. Students frequently complete tasks that require them to engage in problem solving, experimentation, classification, comparison, and or evaluation.
TEACH 6 Checking for Understanding	<ol style="list-style-type: none"> 1. The teacher engages students in frequent feedback loops (back and forth exchanges) where students are asked questions and follow-up questions to ensure that students are learning. 2. The teacher should ask students a variety of open-ended questions that require more than a one word response to ensure that the students understand the content. 	<ol style="list-style-type: none"> 1. Students provide accurate responses to teacher generated questions. 2. Students may ask clarifying questions.
	<ol style="list-style-type: none"> 1. The teacher provides students with clear behavioral expectations prior to beginning an instructional lesson. 2. The teacher provides activities for the students and deals efficiently with disruptions and managerial tasks. 	<ol style="list-style-type: none"> 1. Students are aware of and adhere to classroom rules and expectations. 2. Students demonstrate productivity by being engaged with materials and resources that were prepared for them prior to the lesson. 3. Transitions are quick and do not cause disruptions in the classroom.
TEACH 7 Instructional Time		

Note to Observers: Please refer to the guidance document for additional details for each indicator.



Early Childhood PK-- 2nd Addendum

Early Childhood Addendum Guidance Document Grades Pre-K-2nd (Includes CLASS Language specific for Pre-K classrooms)

Dimensions

PC=Positive Climate

NC=Negative Climate

TS=Teacher Sensitivity

RSP=Regard for Student Perspectives

BM=Behavior Management

P=Productivity

ILF=Instructional Learning Formats

CD=Concept Development

QF=Quality of Feedback

LM=Language Modeling

Teach 1: Objective-Driven Lesson

Descriptors:

Teachers choose the strategies and materials that are most effective in meeting the needs of their students as they strive to support students' development and learning. They employ a wide range of activities including information and communication technology, recognition of varied learning styles, and age-appropriate stimulating environments. Teachers use authentic, ongoing assessments of students' abilities to plan, implement and evaluate programs that build upon each student's unique strengths. They use varied and multiple methods of appropriate assessment procedures (e.g., observation, documentation, formal and informal evaluation, portfolios, work samples) and sources of information (e.g., families, teacher assistants, caregivers, relatives) collected over time to support individualized learning and instruction.

1. **An early childhood student might verbalize what they are doing, while the teacher's objective is related to a specific action or behavior. The teacher effectively focuses students' attention toward learning objectives and/or the purpose of learning. (ILF)**
2. **Observers should talk with students during an observation to gauge what the students are learning. It is important to assess the teacher based on whether students are engaged in work that moves them toward mastery of the objective. Students are consistently interested and involved in activities and lessons. (ILF)**
3. **Centers/workstations authentically integrate objectives for development, learning and/or academic goals into students' exploration. Early childhood students work in a variety of ways. Extended written work may or may not be appropriate for Pre-K and Kindergarten students. The teacher actively facilitates students' engagement in activities and lessons to encourage participation and involvement. (ILF)**
4. **Students may demonstrate work through oral responses, visuals, representations and/or pictures. The teacher uses a variety of modalities including auditory, visual and movement and uses a variety of materials to effectively interest students and gain their participation during activities and lessons. (ILF)**
5. **Teachers' interactions with early childhood students through cooperative learning, workstations and centers should promote thinking, application, mastery of objectives and development of goals through peer interaction. The teacher actively facilitates students' engagement in activities and lessons to encourage participation and involvement. (ILF)**
6. **Early childhood teachers should provide students with clear academic and behavior expectations for desired learning outcomes (e.g., posted in the room in short, simple, child-friendly sentences). Rules and expectations for behavior are clear and consistently enforced. (BM)**



Early Childhood PK-- 2nd Addendum

Teach 2: Explain Content Clearly and Accurately

Descriptors:

Early childhood teachers employ teaching practices that reflect how young students develop, learn, and incorporate the long-term benefits of high-quality early childhood classrooms. Teachers bring a richness and depth of understanding to the classroom about how young students with and without disabilities develop and learn. Teachers incorporate the knowledge that during the first five years of life significant growth occurs in intellectual, linguistic, social, emotional, and physical competencies.

- 1. Early childhood teachers might explain and/or demonstrate concepts to their students.**
Explanation and demonstration will vary according to small group instruction and workstations/center activities. **The classroom resembles a “well-oiled machine”; everybody knows what is expected and how to go about doing it. (P)**
- 2. Early childhood teachers will present content in a variety of settings- whole group, small groups, and workstations/center activities.** Teachers should demonstrate knowledge of their content through explaining and/or demonstrating content for students (e.g., teacher is prepared for all activities and lessons and can implement an activity without having to constantly look at a manual or script). **The teacher is fully prepared for activities and lessons. (P)**
- Observers should note that **an early childhood teacher might be rated at a level 4 or higher if students demonstrate higher order thinking through prompting and support from the teacher.** Early childhood students can demonstrate higher order thinking through demonstrations, explanations, and/or questions. **The teacher often uses discussion and activities that encourage analysis and reasoning. (CD)**
- “Text” references for early childhood in grades Pre-K-2nd may include printed texts, patterns, and/or pictures. The early childhood teacher should be assessed based on his/her effectiveness with explaining the content through text as well as verbal instruction. Many lessons do not involve verbal explanations. The teacher might use visuals/texts to explain a concept.**
- Teachers should consistently link concepts and activities to one another and previous learning (e.g., when introducing a lesson on snow, teacher talks about other types of weather first and as teacher talks about snow, he/she makes consistent connections back to their previous weather discussions). **The teacher consistently links concepts and activities to one another and to previous learning. (CD)**
- Teachers should consistently relate concepts to the students’ actual lives (e.g., make consistent and intentional efforts to help students apply their thinking to real-world events and everyday experiences). **The teacher consistently relates concepts to the students’ actual lives. (CD)**
- Teachers should scaffold information for students who are having a hard time understanding a concept, answering a question, or completing an activity (e.g., teacher acknowledges where a student is starting and provides the necessary hints or assistance to allow the student to succeed or complete the task). **The teacher often scaffolds for students who are having a hard time understanding a concept, answering a question, or completing an activity. (QF)**
- Early childhood teachers should frequently provide students with additional information to increase involvement and understanding (e.g., teacher expands on an initial student behavior or response by clarifying incorrect responses or providing specific feedback). **The teacher often provides additional information to expand on students’ understanding or actions. (QF)**



Early Childhood PK-- 2nd Addendum

Teach 3: Appropriately Challenging Work

Same as Gen. Ed. Rubric

Descriptors:

Students should complete tasks that are differentiated according to the needs of the students (e.g., teacher does not rigidly adhere to a plan or agenda at the expense of learning opportunities and students' interest, but includes the students' interests and ideas into the lesson's goals). **The teacher is flexible in their plans, goes along with students' ideas, and organizes instruction around students' interests. (RSP).**

Teach 4: Teach Content Engagement

Descriptors:

Teachers help students identify themselves as unique individuals and as members of different groups. They design the classroom in a way that stimulates and challenges students and gives them choices that are appropriate for a range of ages, developmental stages, and abilities. An atmosphere of cooperation and collaboration is used in small groups to foster entry into social/study groups with peer groups. They help children to see the effect of their behavior, ideas, and interest on others and thereby a foundation for future leadership qualities. Teachers incorporate the knowledge that during the first five years of life significant growth occurs in intellectual, linguistic, social, emotional, and physical competencies.

1. At Performance Level 3, **early childhood teachers may receive credit for descriptor (bullet) 3 if students explain content and/or concepts with prompting and support from the teacher.** Also note that students' explanations or demonstrations of objectives may be connected to several unrelated objectives. Early childhood teachers should actively facilitate students' engagement in activities and lessons to encourage participation and expand involvement (e.g., while students are working in centers and/or completing seat work, the teacher circulates around the room asking students questions, interacting with them, and participating in their activities). **The teacher actively facilitates students' engagement in activities and lessons to encourage participation and expanded involvement. (ILF)**
2. Early childhood teachers may be rated at level 4 or higher **if students express their understanding of content and the lesson objective(s) independently, in small groups, demonstrations or centers via pictures, role play, and/or acting through prompting and support from the teacher.** Early childhood teachers should use a variety of modalities including auditory, visual, and movement to engage students in the lesson (e.g., learning is maximized by very high levels of engagement). **The teacher uses a variety of modalities including auditory, visual and movement and uses a variety of materials to effectively interest students and gain participation during activities and lessons. (ILF)**
3. Early childhood teachers should incorporate a variety of materials to effectively interest students and gain their participation during activities and lessons (e.g., a writing center/workstation might contain envelopes and a mailbox along with papers and pens). **The teacher uses a variety of modalities including auditory, visual and movement and a variety of materials to effectively interest students and gain participation during activities and lessons. (ILF)**
4. Students may demonstrate engagement in the lesson through active participation, active listening, and/or focused attention on the task they are completing (e.g. teacher makes limited use of lectures and presentations in which there is no student participation). **Students are consistently interested and involved in activities and lessons. (ILF) The teacher effectively focuses students' attention toward learning objectives and/or the purpose of the lesson. (ILF)**
5. Students may demonstrate engagement through frequent interactions with their teacher and positive affect in their mannerisms while completing tasks such as exhibiting laughter, smiling, and enthusiasm.



Early Childhood PK-- 2nd Addendum

6. **There are frequent displays of positive affect by the teacher and/or students. (PC) There are many indications that the teacher and students enjoy warm, supportive relationships with one another. (PC)**
7. Early childhood teachers should use advanced language to introduce students to vocabulary words (e.g., teacher uses various forms of language that are new to the students, but maps or extends onto concepts already understood by the students). **The teacher uses advanced language with the students. (LM)**
8. Early childhood teachers should frequently repeat or extend responses that they obtain from the students to keep them engaged in the instructional lesson (e.g., teacher focuses on students' attempts to communicate and then builds directly on the student's contribution). **The teacher often repeats or expands the students' responses. (LM)**

Teach 5: Use Strategies that Develop Higher-Level Thinking Skills

Descriptors:

Teachers encourage students to ask questions, to engage in and become responsible for their own learning, to help plan experiences, and to review what has been learned daily. Teachers encourage the students to think creatively and follow their interests and ideas. Teachers help students process information and use their prior knowledge, skills, experiences, and personal interests in introducing topics, themes and/or units.

4. **Demonstrations of higher-level thinking and problem solving in early childhood classes (during small groups, story discussions, and workstations/centers) may include students:**
 - a. **Leading** portions of group meetings.
 - b. **Making connections** to academic content.
 - c. **Using increasingly complex and detailed speech** to extend their thinking.
 - d. **Engaging in differentiated learning activities** that are appropriate to their developmental level.
 - e. **Repeating the teacher** who may be helping students extend their thinking or learn to use more complex vocabulary.
 - f. **Applying their skills and knowledge through play, problem solving, and/or use of materials** that allow students to practice various skills at developmentally appropriate levels.
 - g. **Effectively identifying a problem and generating potential solutions**
Early childhood teachers should engage students in frequent discussions and activities that provide students with opportunities to answer why and how questions, to participate in problem solving activities, make predictions and experimentation, classification, comparison, and evaluation (e.g., teacher facilitates student-led discussions and activities that encourage analysis and reasoning). **The teacher often uses discussions and activities that encourage analysis and reasoning. (CD)**
5. Early childhood teachers should receive credit for pushing students to higher-level thinking if some of the following is observed:
 - a. **Probing for more information through conversations with students and questioning techniques if applicable (teachers may not ask higher-level questions with objectives related to letter recognition)**
 - b. **Asking students to demonstrate versus verbally responding to questions that show depth of learning is also appropriate in early childhood classrooms.**
Examples of possible questions for consideration as higher-order when teaching young children may include:
 1. In all situations:



Early Childhood PK-- 2nd Addendum

- a. What would happen if...?
- b. Have you ever...?
- c. How are things the same? How are things different?
2. In stories:
 - a. How do you think (the character) felt?
 - b. Why did (the character) do this?
 - c. What would you have done if you were...?
 - d. Could this have really happened?
 - e. How might the story have been different if...?
 - f. Do you think (the character) made a good decision? Explain.
3. To help with problem-solving activities when using manipulatives or engaging in center activities:
 - a. What can you change to fix this problem?
 - b. What if you...?
 - c. Why did you (do this)?

Early childhood teachers should use queries to prompt students to explain their thinking and rationale for their response and actions (e.g., teacher often asks “why” questions that prompt students to explain their thinking in response to their initial comments or actions).

The teacher often queries the students or prompts students to explain their thinking and rationale for responses and actions. (QF)

Examples of most common types of thinking for Pre-K and Kindergarten students:

- a. Practical-After discussions on the weather, students can identify appropriate clothing to wear in warm or cold weather.
- b. Creative-Students use art materials, blocks, or other building materials to express ideas on a specific task.
- c. Analytical-After listening to the same book/story being read over several occasions, students can respond to questions about the characters, setting, or the plot of the story.

Teach 6: Check for Understanding

Descriptors:

Teachers should engage students in frequent feedback loops (back and forth exchanges) where students are asked questions and follow up questions to ensure that students are learning (e.g., teacher responds to a student’s comment, action, or performance by engaging with the student in a sustained back-and –forth exchange with the intention of helping students understand the idea or get the correct answer). **There are frequent feedback loops--back-and-forth exchanges-between the teacher and students. (QF)**

Early childhood teachers should ask students a variety of open-ended questions that require more than a one-word response to ensure that the students understand the content (e.g., teacher asks questions for which the answer is unknown and invites elaborate responses, such as “What do you think?” or “How do you know?”). **The teacher asks many open-ended questions. (LM)**



Early Childhood PK-- 2nd Addendum

Teach 7: Maximize Instructional Time

Descriptors:

1. Teachers should not interrupt instructional time to speak to students or correct their behaviors in a negative manner (e.g., negativity may include punitive controls, sarcasm, or disrespectful behaviors and/or actions). **The teacher and students do not display strong negative affect and only rarely, if ever, display mild negativity. The teacher does not yell or make threats to establish control. The teacher and students are not sarcastic or disrespectful. There are no instances of severe negativity between the teacher and students. (NC)**
2. Early childhood teachers should provide students with clear behavioral expectations prior to beginning an instructional lesson (e.g., there is evidence that all members of the classroom community understand the rules and expectations and teachers enforce the rules in a consistent and predictable manner). **Rules and expectations for behavior are clear and consistently enforced. (BM) There are few, if any, instances of student misbehavior in the classroom. (BM)**
3. Transitions in the early childhood classroom should occur quickly (e.g., effective transitions will be characterized by learning opportunities for the students and little wandering from the students. During transitions, teachers should provide students with learning opportunities, such as reciting a chant/song, reviewing basic concepts and skills).

Early childhood classrooms are expected to maximize instructional time through the following:

Monitoring activities.

Providing students with choice when they complete their activities.

Students infrequently disrupting whole group or small group instruction.

Appropriate pacing; refer to the guidelines in CLIP as needed.

Transitions are quick and efficient. The teacher provides activities for the students and deals efficiently with disruptions and managerial tasks. The classroom resembles a “well-oiled machine;” everybody knows what is expected of him or her and how to go about doing it. (P)

English As A Second Language (ESL)

Indicator	ESL Teacher Actions	ESL Student Actions
TEACH 1 Objective-Driven Lessons	1. ESL teachers may provide differentiated objectives within WIDA model performance indicators (MPIs) for students based on English proficiency levels and past educational experiences.	1. Non-speakers or beginning level students may not be able to verbally communicate the importance of the learning objective or what mastery looks like, but should be able to demonstrate what the objective is through the completed tasks and/or physical response.
TEACH 2 Explain Content	1. ESL teachers may use a wide variety of materials (auditory, visual, technology and realia) during the lesson to enhance content understanding. 2. ESL teachers should use English to communicate first teaching, although native languages may be used for quick clarification.	1. Students may be speaking in their native language to clarify the content, assessment, or task directions. 2. Students may use pictures, Total Physical Response (TPR), realia or other language techniques that may be verbal or non-verbal.
TEACH 3 Appropriately Challenging Work	1. ESL teachers may use a wide variety of materials (auditory, visual, technology and realia) during the lesson to enhance content engagement. 2. ESL teachers may use a variety of leveled State adopted and supplementary texts to aid in language development.	1. Beginning level students may be in the silent period and not respond to questions or communications from teachers or peers and will often not have equal verbal roles in student-to-student interactions. 2. Students in beginning levels could use non-verbal forms of language to demonstrate understanding, such as pointing, pictures, gestures, or TPR.
TEACH 4 Content Engagement	1. ESL teachers may reduce the length of complex text or chunk grade appropriate text in order to differentiate or scaffold as vocabulary and context are being developed. 2. ESL teachers' engagement strategies may be differentiated for	1. Beginning level students may be in the silent period and not respond to questions or communications from teachers or peers and will often not have equal verbal roles in student-to-student interactions. 2. Beginning level ELL could use non-verbal forms of language to

English As A Second Language (ESL)

<p>TEACH 5 Higher-Level Thinking Skills</p> <p>TEACH 6 Checking for Understanding</p> <p>Teach 7 Instructional Time</p>	<p>the stages of language development represented within the group.</p> <ol style="list-style-type: none">1. ESL teachers may spend significantly more time on vocabulary and context development than regular classroom teachers.2. ESL teachers may spend significantly more time on syntax, basic sentence building, word study and grammar compared to a regular classroom teacher. <ol style="list-style-type: none">1. ESL teachers may need to frequently check for understanding independently for those whose cultural norms view misunderstanding as a form of disrespect. Requests for student TPR are also checks for understanding.1. ESL teachers may use considerably more time on vocabulary and context development when compared to regular classroom teachers.	<p>demonstrate understanding, such as pointing, pictures, or using gestures.</p> <ol style="list-style-type: none">1. Students' work should demonstrate higher-order thinking skills listed in the TEM rubric for General Education, T5.2. ESL students' productive language skills such as speaking and writing may not demonstrate grade level equivalent results of a native speaker of English, but should demonstrate a growth in understanding of the concepts or ideas. <ol style="list-style-type: none">1. Beginning level students may mimic another speaker or writer in English while their vocabulary is being developed. Student responses may also be physical.1. ESL students will spend significantly more time producing oral and written language than native speakers. A common lesson sequence might move from listening, to speaking, to reading, to writing about lesson content.
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Fine Arts Addendum

Indicator	Fine Arts Teacher Actions	Fine Arts Student Actions
TEACH 1 Objective Driven Lessons	<ol style="list-style-type: none"> 1. Learning objectives and connections to standards can be communicated through demonstration, by modeling or performance, verbally, or written. 2. Some lessons may contain multiple related objectives that apply to segments of the class (e.g. a band class may have instrument specific objectives that build to the overarching objective.) 3. Opportunities for engagement in the objectives may include individual and collaborative hands-on strategies such as but not limited to singing, playing instruments, reading music, listening to music, movement/dance, drawing, painting, sculpting, acting, scene design, etc. 	<ol style="list-style-type: none"> 1. Students often show mastery through their performance/product. 2. Students can explain how what they learn is related to their performance or product.
TEACH 2 Explain Content	See general education rubric	See general education rubric
TEACH 3 Appropriately Challenging Work	<ol style="list-style-type: none"> 1. Arts teachers design assessments and assignments based on students' individual abilities in order to make the lesson challenging to all students. This may include assigning differentiated content to students such as parts of a musical or performance piece. 2. The process of breaking down the lesson content into its components makes the learning 	<ol style="list-style-type: none"> 1. Most students are engaged in challenging work based on their proficiency level. 2. Students may be engaged in accountable talk about their performances or products. 3. Students may use accountable talk to provide feedback to peers on their performance or product.

Fine Arts Addendum

	<p>accessible to students at different learning levels (moving from simple to more complex).</p> <p>3. The “complex text” of arts classrooms may include a work of art, notated music, a script, or a viewed performance.</p>	
<p>TEACH 4 Content Engagement</p>	<p>1. Differentiation may be by process or product, rather than content.</p> <p>2. Scaffolding is based on individual students’ proficiency levels.</p> <p>3. The “complex text” of arts classrooms through which students demonstrate content mastery may include a work of art, notated music, or a viewed performance.</p>	<p>1. All students practice, apply and demonstrate content mastery by meeting an age-appropriate standard of performance or product.</p> <p>2. Students exhibit active involvement through participation in a performance or creation of a product, rather than simply talking about it or asking questions.</p>

Fine Arts Addendum

TEACH 5 Higher Level Thinking Skills	<ol style="list-style-type: none"> 1. Complex skills in the arts classroom include but are not limited to performing multi-part music, sight-reading, creating, choreography, analyzing from multiple perspectives and viewpoints, creating and solving problems, creating products through multi-step processes. 2. Teachers demonstrate their thought process to guide students through proficiency-level appropriate critiques of performances or products. 	<ol style="list-style-type: none"> 1. Students may demonstrate higher-level thinking through performance rather than verbal responses. <i>(The more complex the performance/product, the higher the level of understanding required of individual students.)</i> 2. Students may demonstrate higher order thinking through the performance of multiple parts simultaneously. 3. Students may cite relevant evidence from a performance or product to support perspectives.
TEACH 6 Check for Understanding	<ol style="list-style-type: none"> 1. Teacher checks for understanding on an ongoing basis by observing students' performance/product in addition to asking questions. 2. Teacher adjusts instruction by correcting mistakes at an appropriate time in the lesson to meet or exceed the lesson objectives. 	<ol style="list-style-type: none"> 1. Students evidence their own understandings of content objectives through performances or products.
TEACH 7 Instructional Time	See general education rubric	See general education rubric

Health, P.E., and Lifetime Wellness

Indicator	HPELW Teacher Actions	HPELW Student Actions
TEACH 1 Objective Driven Lesson	<ol style="list-style-type: none"> 1. Teacher provides an objective introduction that is appropriate for the lesson focus and developmental levels of the students. The objective introduction can be provided verbally or in the form of an instant activity relating skill, concept, and/or health-related fitness component. 2. Current N.A.S.P.E., State or local standards are presented and followed in the lesson. 3. Teacher states the skill or concept the students are to learn. 	<ol style="list-style-type: none"> 1. Students know or can demonstrate the learning expectations.
TEACH 2 Explain Content	<ol style="list-style-type: none"> 1. Teacher states the skill or concept the students are to learn. 2. Skills and concepts are taught accurately. 3. Concepts taught reflect current knowledge and research for health and physical education. 4. Content and tasks are presented concisely and clearly, emphasizing key elements. 5. Skills are broken down into learnable segments. 6. Components of the skill are taught before the entire skill is performed. 7. Concepts and skills are taught before they are incorporated into an activity or game. 8. Rules and activities are modified to match the cognitive levels of learners. 	<ol style="list-style-type: none"> 1. Students understand and demonstrates the presented content, rule or skill. 2. Students ask clarifying questions. 3. Activities, drills, lead-ups are clearly understood by students.

Health, P.E., and Lifetime Wellness

	<p>9. Demonstrations are planned to show critical elements of the skills and organization of the activity.</p> <p>10. A reasonable number of meaningful, action-oriented, appropriate cues (i.e.,1-3) are evident for each task.</p> <p>11. Performance condition and criteria are clear, measurable (i.e. how many times is mastery 3 out of 4 times) observable and developmentally appropriate for diverse learners.</p>	
<p style="text-align: center;">TEACH 3 Appropriately Challenging Work</p>	<p>1. All activities are developmentally appropriate and/or completed in a logical, progressive sequence.</p> <p>2. Skills and concepts are explained and demonstrated at the developmental levels of the student.</p> <p>3. The teacher keep the pace of activities, instruction, transitions, etc. is appropriate to keep students engaged and challenged.</p> <p>4. Teachers make sure that students are appropriately grouped. The grouping facilitates maximum participation and maximizes success.</p> <p>5. Teacher adapts activities, drills, and lead-ups according to student success.</p>	<p>1. Students work toward skill mastery through:</p> <ul style="list-style-type: none"> • Practice • Peer observation <p>2. Performing multiple attempts to demonstrate concept(s).</p>
<p style="text-align: center;">TEACH 4 Content Engagement</p>	<p>1. Teacher incorporates engagement strategies aligned to objective.</p> <p>2. Teachers engage students in relevant, meaningful physical activity a minimum of 50-60 % of the instructional time.</p> <p>3. Teachers ensure that students are not inactive for more than brief</p>	<p>1. Students are engaged in the physical activity with multiple attempts.</p> <p>2. Students participate in activity according to performance and learning level.</p> <p>3. Students use and apply academic vocabulary.</p>

Health, P.E., and Lifetime Wellness

<p>TEACH 5 Higher Level Thinking</p>	<p>periods of time while listening or reviewing information.</p> <p>4. The lesson promotes maximum participation and students remain on-task and motivated to participate through multiple modalities that allow all students to be engaged.</p> <p>5. Teacher provides all students the opportunity to practice skills. NOTE: Because of testing protocols and facility constraints during the portfolio assessment, students may have to wait for a turn to perform skill(s).</p> <p>6. Lesson presentation is changed in response to observation of student performance and or information from assessment.</p> <p>7. Independent learning is promoted, encouraged and reinforced through weekly/daily assessments.</p> <p>8. Assessments are based on student’s prior learning.</p> <p>9. Assessment is based on mastery of learning expectations and aligned with local, state and national standards.</p>	
	<p>1. Teacher allows opportunity for inquiry learning.</p> <p>2. Teacher provides opportunities for choice.</p> <p>3. Teacher provides opportunity for analytical thinking, problem solving or demonstrating creatively. a) Teacher allows for individual problem solving b) Teacher allows for group problem solving</p> <p>4. Teacher challenges students to engage in High level questioning <u>techniques</u>.</p>	<p>1. Students are able to articulate relevance and transfer of learning</p> <p>2. Students describe how learned skills or concepts are applied to other sports, personal fitness goals and daily life.</p> <p>3. Students generate strategies in games and activities</p> <p>4. Students create a game or task.</p> <p>5. Secondary students can engage the Biomechanical analysis of a skill.</p> <p>6. Students can compare and contrast</p>

Health, P.E., and Lifetime Wellness

	<ul style="list-style-type: none"> a) Multiple forms of questioning are used <ul style="list-style-type: none"> a. “Why questions” b. Closed c. Compare and Contrast d. Open-ended 5. Teacher leads student to own answers (<i>doesn't provide answer</i>) <ul style="list-style-type: none"> a) It is also important for observers to understand that when students create in HPELW (e.g. accurate application of sport skills, rules and activities) students are functioning at the highest level of Revised Bloom’s taxonomy. b) Repetitive movement and modified game situation allows for transfer of knowledge and internalization. 	<p>skills, cognitive and performance concepts.</p> <ul style="list-style-type: none"> 7. Students will demonstrate or explain how to manipulate objects or perform a skill with a partner (throwing, catching, striking, kicking tumbling, dancing, skipping etc.). 8. Students interpret and apply knowledge of game rules, regulations and strategies. 9. Students demonstrate creative performance and game strategies using critical thinking skills.
<p style="text-align: center;">TEACH 6 Checking For Understanding</p>	<ul style="list-style-type: none"> 1. Teacher analyzes each student’s performance to provide appropriate corrective feedback or reinforcement. 2. Teachers provide student timely information on their performance and in ways for improving skill. 3. Teacher actively monitors student progress throughout the lesson and changes lesson presentation based on current levels of performance and content understanding. 4. The teacher may choose to re-focus instruction on a single component of the skill. 5. Teacher monitors and documents student’s progress toward mastery of the skills and concepts. 6. The teacher may be observed redirecting a student to correct, 	<ul style="list-style-type: none"> 1. Students are aware of skill expectations and are provided accurate and timely feedback such that they can self-assess as appropriate. 2. Students clearly understand and or demonstrate what is expected for mastery of the skill or concept. 3. Student uses skill, cognitive or performance strategies for: <ul style="list-style-type: none"> a) Interpreting current and/or previous data. b) Sharing student expectations through grouping and accountable talk. c) Setting student’s personal goals d) Students use rubrics, charts and performance assessments to focus on effort and improve performance.

Health, P.E., and Lifetime Wellness

	<p>psychomotor or non-psychomotor skills.</p> <p>7. To ensure comprehension of the rules, directions or psychomotor expectations, the teacher frequently checks for understanding throughout the lesson. Input is modified through a variety of techniques (e.g. simplification, restating, adjusting the speed, modeling, manipulation, peer demonstration) to clarify meaning as needed.</p> <p>8. When learning a new skill, it is expected that students will make mistakes. Students will not understand everything the teacher is saying or perform demonstrated skills at the same level at the same time. Therefore, it is not always appropriate or necessary to immediately respond to a misunderstanding, particularly if this would disrupt the lesson.</p>	
<p>TEACH 7 Instructional Time</p>	<p>1. Teacher uses adequate and developmentally appropriate materials/equipment that are assessable at the beginning of class.</p> <p>2. Distribution and collection of material /equipment is planned throughout the lesson.</p> <p>3. Transitions from activity to activity are purposefully efficient.</p> <p>4. Teacher manages time through the use of good pacing.</p> <p>5. Time allotment for stating the lesson objective, transitions, activities and closure are evident and appropriate.</p> <p>6. Equipment is situated to facilitate</p>	<p>1. Students smoothly transitions from station to station, skills and/or tasks.</p> <p>2. Students understand and adhere to class rules, routines and behavioral expectations daily.</p> <p>3. Students are engaged in relevant and meaningful physical activities for a minimum of 50-60% of the time.</p> <p>4. Students are not confused and time is not wasted.</p> <p>5. Students are not made to wait for teachers to set up activities or get out equipment.</p>

Health, P.E., and Lifetime Wellness

smooth transition. All transitions are written/or explained in dialogue and effectively planned to move learners and material.

7. Changes in grouping and organization are efficient.
 8. Teacher actively monitors and closely supervises students.
 9. Class begins promptly. Class is not dismissed early. There is no wasted time or “free time.”
 10. Class routines maximize instructional time.
- NOTE: Classroom teacher should not disrupt or delay instructional time.**
11. Teacher ensures that students are engaged in relevant and meaningful physical activities for a minimum of 50-60% of the time.
 12. Routine protocols are in place for dress-out and class start and ending.

Indicator	SPED Vision Teacher Actions	SPED Vision Student Actions
TEACH 1 Objective Driven Lessons	<ol style="list-style-type: none"> 1. Teacher of the Visually Impaired (TVI) will state the objective of the visual lesson to student. 2. TVI will ensure that all needed equipment and/or adapted materials are readily available for student use. 	<ol style="list-style-type: none"> 1. Students will work with TVI to receive instruction on appropriate use of visual text or technology. 2. Student will be able to participate in the general education curriculum with the appropriate visual accommodations and modifications as determined by the IEP team.
TEACH 2 Explain Content	<ol style="list-style-type: none"> 1. TVI will use laymen’s terms to ensure that students understand their visual disability and how it affects their involvement in the general curriculum. 	<ol style="list-style-type: none"> 1. Students will be better able to accommodate for sight loss in real world scenarios.
TEACH 3 Appropriately Challenging Work	<ol style="list-style-type: none"> 1. TVI will ensure that grade level content is readily available in the appropriate medium for use, for daily assignments and state and district mandated assessments. 	<ol style="list-style-type: none"> 1. Student will be able to participate in the general education curriculum with the appropriate visual accommodations and modifications as determined by the IEP team.
TEACH 4 Content Engagement	<ol style="list-style-type: none"> 1. TVI will collaborate with general education teachers to ensure that all needed assignments are enlarged or brailled for students’ visual restrictions. 	<ol style="list-style-type: none"> 1. Student will be able to participate in the general education curriculum with the appropriate visual accommodations and modifications as determined by the IEP team.
TEACH 5 Higher-Level Thinking Skills	<ol style="list-style-type: none"> 1. TVI will analyze assessment information to guide educational practices and enhance student learning. 	<ol style="list-style-type: none"> 1. Student will be able to participate in the general education curriculum with the appropriate visual accommodations and modifications as determined by the IEP team. 2. Students will begin to self-advocate.
TEACH 6 Checking for Understanding	<ol style="list-style-type: none"> 1. TVI will provide specific information to student, parents, and other teachers regarding adaptation needed in the learning environment to aid the students in success. 	<ol style="list-style-type: none"> 1. Students will demonstrate effective use of visual materials and/or equipment. 2. Students will begin to self-advocate.
TEACH 7 Instructional Time	<ol style="list-style-type: none"> 1. TVI will transition from one task to another or from one student to another with minimal down time. 2. Materials for each task and for each student are prepared, organized and readily available. 	<ol style="list-style-type: none"> 1. Students are focused and engaged throughout session.

****Student actions will vary based on ability level, age, and objectives specific to the student. ****

Indicator	SPED Speech Teacher Actions	SPED Speech Student Actions
TEACH 1 Objective Driven Lessons	<ol style="list-style-type: none"> 1. Speech Therapist (SLT) will state the objective of the lesson to student. 2. SLT will provide visual supports to assist with production of sounds or acquisition of language concepts. 	<ol style="list-style-type: none"> 1. Students will respond to prompts and produce sounds in words following model or prompt. 2. Students are discussing classroom vocabulary words and explaining meaning.
TEACH 2 Explain Content	<ol style="list-style-type: none"> 1. SLT will rephrase and repeat information for clarification 2. SLT will provide kinesthetic and visual supports as needed. 	<ol style="list-style-type: none"> 1. Student will produce correct consonant sounds in words. 2. Students will use vocabulary words in sentences.
TEACH 3 Appropriately Challenging Work	<ol style="list-style-type: none"> 1. SLT will introduce error speech sounds in order of developmental level and required prerequisite skills. 2. SLT will provide strategies for acquisition of language concepts and word retrieval. 	<ol style="list-style-type: none"> 1. Students will produce sounds in words imitatively or spontaneously following teacher prompts. 2. Students will define objects and pictures using attributes and stating functions.
TEACH 4 Content Engagement	<ol style="list-style-type: none"> 1. SLT will provide tactile cues to help student with placement of articulators for speech or to grasp concept of voiced/unvoiced sounds. 2. SLT will provide visual supports for sequencing a story. 	<ol style="list-style-type: none"> 1. Students will use mirror or place hand on throat to see if “motor is running” for voiced sounds. 2. Students will order sequence cards and retell a story with details.
TEACH 5 Higher-Level Thinking Skills	<ol style="list-style-type: none"> 1. SLT will prompt student to find words with target sounds in initial medial or final positions of words. 2. SLT will guide students in writing sentences or stories using vocabulary words. 	<ol style="list-style-type: none"> 1. Students will find objects or pictures in magazine or in therapy room with target sounds. 2. Students will work in groups to write a story or participate in discussion about vocabulary words.
TEACH 6 Checking for Understanding	<ol style="list-style-type: none"> 1. SL T will ask students what needs to be done to produce sounds correctly or name strategies for speech or language skill. 	<ol style="list-style-type: none"> 1. Students will state strategies and steps necessary for correct production of sounds or tell a partner the strategies needed to complete a task.
TEACH 7 Instructional Time	<ol style="list-style-type: none"> 1. SLT will transition from one task to another or from one student to another with minimal down time. 2. Materials for each task and for each student are prepared, organized and readily available. 	<ol style="list-style-type: none"> 1. Students are able to practice the target sound at least 10 times in the session. 2. Students are focused and engaged throughout session.

****Student actions will vary based on ability level, age, and objectives specific to the student. ****

Indicator	SPED Hearing Addendum
<p>TEACH 1</p> <p>Objective-Driven Lessons</p>	<ol style="list-style-type: none"> 1. Some students with disabilities may be unable to explain what they are learning or why it is important. In these cases, teachers should receive credit for verbally and visually reinforcing the objective with developmentally appropriate language and images. Teachers should, when possible, develop appropriate communication systems to facilitate student responses. 2. In specialized educational settings, it is appropriate for the lesson’s academic objective to be accompanied by a visual, communication, or functional life skills objective.
<p>TEACH 2</p> <p>Explain Content</p>	<ol style="list-style-type: none"> 1. Special educator’s use of academic language should be appropriate to the level of the students. Appropriate strategies to help students understand content include, but are not limited to, accommodations, modifications, differentiation and scaffolding.
<p>TEACH 3</p> <p>Appropriately Challenging Work</p>	<ol style="list-style-type: none"> 1. In specialized education settings, the observer should look for evidence that the special education teacher has made the grade level content accessible by implementing specific accommodations or modifications that are tailored to individual students’ needs and appropriate to the lesson. Examples of specific students’ needs that may require accommodations include: auditory processing, visual processing, word retrieval, or expressive language.
<p>TEACH 4</p> <p>Content Engagement</p>	<ol style="list-style-type: none"> 1. Teacher provides students with ways of engaging with content that target different learning modalities (auditory, visual, kinesthetic/tactile) or multiple intelligences (spatial, linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal, naturalistic), or other effective teaching strategies. In cases of severely disabled students, teachers may use assistive technology and text (braille, amplifiers, large print text, picture cards, and/or iPads) to engage students in content. 2. Teacher gives students multiple ways of engaging with content. Various ways of engagement may target the same modality or intelligence.
<p>TEACH 5</p> <p>Higher-Level Thinking Skills</p>	<ol style="list-style-type: none"> 1. In specialized education settings with students with disabilities, the special education teacher should provide suggestions to assist the regular education teacher in asking questions at a level of Bloom’s taxonomy that is appropriately challenging for students, even if the questions are not at the highest level. 2. Spatial concepts should also be implemented for students with visual disabilities and orientation and mobility needs.

<p>TEACH 6</p> <p>Check For Understanding</p>	<p>1. It is especially important to provide special education students with ample wait time to gauge their understanding and to teach students strategies for responding to more challenging questions explicitly.</p>
<p>TEACH 7</p> <p>Instructional Time</p>	<p>1. The pace of the lesson will vary depending on factors such as the objective being taught and student readiness. The pace should be appropriately responsive to students' needs. Students are engaged in meaningful work, even if the pace may not be considered "rapid" in a general education context.</p>

Indicator	SPED Inclusion Teacher Actions	SPED Inclusion Student Actions
<p>TEACH 1 Objective Driven Lessons</p>	<p>1. Teacher provides clear explanation and/or modeling of posted lesson objective by using verbal and/or visual reinforcement of objective with developmentally appropriate language and images that may include</p> <ul style="list-style-type: none"> ○ communication system to facilitate student response when appropriate ○ modeling of task and appropriate response ○ use of examples to support student understanding ○ effective questioning to help students understand lesson objective <p>NOTE: Teacher may clearly state and/or model lesson objective; however, it may be difficult for some students to understand or articulate the objective without guidance.</p>	<p>1. Students can explain and/or demonstrate objective either verbally or non-verbally (i.e. pointing, eye gaze, hand-over-hand, etc.)</p> <p>2. Students may use appropriate communication systems such as voice output or note-taking/word-processing devices when necessary to demonstrate understanding of lesson</p> <p>3. Students demonstrate understanding of lesson objective through performance, product, and/or verbal explanation</p>
<p>TEACH 2 Explain Content</p>	<p>1. Teacher modifies, accommodates, and differentiates to ensure student understanding of content (i.e. extended time, abbreviated assignments, oral testing, re-do missed items, flexible scheduling, small group setting/instruction, etc.)</p> <p>2. Teacher uses developmentally appropriate language that addresses students' performance levels</p> <p>3. Teacher makes appropriate adjustments and uses alternative methods to explain concepts by modifying presentation of standards without changing lesson</p>	<p>1. Students participate in checking for understanding</p> <p>2. Students may use pictures, physical response, or other techniques that may be verbal or non-verbal to demonstrate understanding</p> <p>3. Students may attempt to ask clarifying questions about lesson content</p> <p>4. Students explain performance expectations using developmentally appropriate language</p>

	<p>content</p> <p>4. Teacher can differentiate use co-teaching models (station, parallel, alternative, and team teaching) as alternative methods</p>	
<p>TEACH 3 Appropriately Challenging Work</p>	<p>1. Teacher differentiates content, process, or product</p> <p>2. Teacher addresses various learning styles (kinesthetic, auditory, visual, etc.)</p> <p>3. Teacher engages students through appropriately challenging work that further develops their proficiency within a real-world context</p> <p>4. Teacher facilitates accountable talk supported by visual references as necessary</p> <p>5. Teacher makes content accessible by implementing specific accommodations, modifications, and co-teaching models (station, parallel, alternative, and team teaching) tailored to meet individual student needs</p>	<p>1. Students engage in accountable talk</p> <p>2. Students engage in activities that are appropriate to their proficiency level and are presented in a real-world context</p> <p>3. Students engage in activities that are appropriate to their proficiency level as evidenced by minimal off-task behavior and student engagement in the lesson</p>
<p>TEACH 4 Content Engagement</p>	<p>1. Teacher demonstrates use of various learning styles and modalities (auditory, visual, kinesthetic, musical, interpersonal, intrapersonal, naturalistic)</p> <p>2. Teacher uses multiple strategies throughout lesson (word walls, word frames, manipulatives, charts, foldables, assistive technology)</p> <p>3. Teacher simplifies directions into task analysis and checks for understanding after each step.</p> <p>4. Teacher gives students choices of materials when appropriate</p> <p>5. Teacher uses heterogeneous</p>	<p>1. Students demonstrate strategies learned (written, oral, tactile etc.)</p> <p>2. Students self-select appropriate tools to engage in lesson (manipulatives, foldables, charts, assistive technology, highlighters, post-it notes, etc.)</p> <p>3. Students will practice, apply and demonstrate content mastery through discussion and/or by writing about complex texts, tasks, or concepts based on individual student proficiency level</p>

<p>TEACH 5 Higher- Level Thinking Skills</p>	<p>grouping (special and general education students) to increase collaboration</p>	
	<ol style="list-style-type: none"> 1. Teacher paces questions at rate appropriate for students 2. Teacher may ask questions at a level of Bloom’s Taxonomy that is appropriately challenging for students, even if the questions are not at the highest level of Bloom’s Taxonomy 3. Teacher may develop higher-level understanding by posing a more difficult problem or setting up a more challenging task 4. Teacher provides meaningful feedback to students focused on building proficiency 	<ol style="list-style-type: none"> 1. Students may brainstorm, chart, review, and use graphic organizers 2. Students are able to answer higher-level questions with meaningful responses appropriate to their level of proficiency 3. Students engage in target activities, tasks, and discussions that build on a foundation of knowledge as well as proficiency 4. Students’ academic skills such as reading, writing, and math may not demonstrate grade level equivalent results, but should demonstrate growth in understanding of the concepts and ideas
<p>TEACH 6 Checking for Understanding</p>	<ol style="list-style-type: none"> 1. Teacher corrects students’ misunderstandings without losing flow of lesson or attention of students 2. Teacher makes uses a variety of real-life examples and methods 3. Teacher makes adjustments to the lesson based on student understanding and re-teaches when necessary 4. Teacher uses a variety of non-verbal and verbal strategies to monitor mastery of objectives 5. Teachers gauges understanding of all students in an ongoing manner 6. Teacher should provide ample wait time and teach strategies for responding to more challenging questions 	<ol style="list-style-type: none"> 1. Students use a variety of verbal, written, or non-verbal responses to demonstrate understanding of lesson 2. Students construct their own understanding rather than re-explaining a concept. 3. Students may pair with other students to decipher any misunderstandings

<p>TEACH 7 Instructional Time</p>	<p>7. Teacher uses visual and performance cues to redirecting students to correct response</p>	
	<p>1. Teacher maintains a pace that is responsive to students’ needs and students are engaged in meaningful work</p> <p>2. Teacher should not be penalized if a crisis interrupts instruction and the teacher responds in a way that is appropriate, such as utilization of Non-Violent Crisis Prevention Intervention (CPI) techniques and/or implementation of a behavior intervention plan (BIP)</p> <p>3. Teacher should demonstrate seamless transitions between activities</p>	<p>1. Students move quickly to next steps with minimal time disengaged</p> <p>2. Students may demonstrate familiarity with classroom schedule/procedures, and will begin additional work activities without teacher prompts</p>

Indicator	SPED Self-Contained Teacher Actions	SPED Self-Contained Student Actions
<p>TEACH 1 Objective Driven Lessons</p>	<ol style="list-style-type: none"> 1. Teacher communicates objectives and uses a variety of techniques (pictures/visuals, etc.) to reinforce understanding 2. Teacher develops a communication system to facilitate student responses when appropriate 3. Teacher uses visual/verbal reinforcement of objectives with developmentally appropriate language and images 4. Teacher shares examples of high quality work when engaging students in the lesson 5. Teacher connects the lesson to prior knowledge <p>NOTE: Teacher may clearly state and/or model lesson objective; however, it may be difficult for some students to understand or articulate the objective without guidance</p>	<ol style="list-style-type: none"> 1. Students may role play to explain, demonstrate, or model importance of the lesson 2. Students can identify objectives verbally or non-verbally (i.e. pointing, eye gaze, hand-over-hand, assistive technology, etc.)
<p>TEACH 2 Explain Content</p>	<ol style="list-style-type: none"> 1. Teacher uses real-life examples, referral to community-based activities, and/or instructional level wording/gestures when explaining content. 2. Teacher makes adjustments and uses alternative methods to explain or demonstrate concepts 	<ol style="list-style-type: none"> 1. Students are actively involved in the learning process (with possible assistance from other students, classroom assistant, or teacher). 2. Students may use pictures, physical responses, or other techniques that may be verbal or non-verbal to demonstrate understanding (i.e. pointing, eye gaze, hand-over-hand, assistive technology, etc.)

<p>TEACH 3 Appropriately Challenging Work</p>	<ol style="list-style-type: none"> 1. Teacher differentiates content, process, or product. 2. Teacher makes lesson accessible by using additional resources, support staff, ability grouping, assistive technology, etc. 	<ol style="list-style-type: none"> 1. Students have opportunities for meaningful practice of lesson objective through hands-on activities, visuals, manipulatives, and assistive technology
<p>TEACH 4 Content Engagement</p>	<ol style="list-style-type: none"> 1. Teacher demonstrates use of various learning styles and modalities (auditory, visual, kinesthetic, musical, interpersonal, intrapersonal, naturalistic) 2. Teacher uses task analysis to simplify lesson objectives 	<ol style="list-style-type: none"> 1. Students use assistive technology or communication system to respond to teacher/lesson 2. Students demonstrate strategies learned (written, oral, tactile, etc.) 3. Students self-select resources to engage in lesson (manipulatives, foldables, charts, assistive technology, highlighters, sticky notes, etc.)
<p>TEACH 5 Higher-Level Thinking Skills</p>	<ol style="list-style-type: none"> 1. Teacher paces questions and/or tasks at students' ability levels. 2. Teacher may ask questions at a level of Bloom's Taxonomy that is challenging for students, even if the questions are not at the highest level of Bloom's Taxonomy. Note: the highest level for some students may be the lowest level of Bloom's. 3. Teacher may develop higher-level understanding by posing a more difficult problem or setting up a more challenging task 4. Teacher provides meaningful feedback to students focused on building proficiency 	<ol style="list-style-type: none"> 1. Students engage in self-chosen or assigned activities that strengthen level of understanding. 2. Students' academic skills such as reading, writing, and math may not demonstrate grade-level equivalent results, but should demonstrate growth in understanding of the concepts and ideas. 3. Students may respond with non-verbal gestures, hand-over-hand with assistance, etc.
<p>TEACH 6 Checking for Understanding</p>	<ol style="list-style-type: none"> 1. Teacher corrects students' misunderstandings without losing flow of lesson or attention of students. 2. Teacher makes connections by 	<ol style="list-style-type: none"> 1. Students use a variety of verbal, written, or non-verbal responses to demonstrate understanding of lesson (such as using a voice output device, touching response on their desk, note-taking

<p style="text-align: center;">TEACH 7 Instructional Time</p>	<p>using a variety of real-life examples and methods.</p> <ol style="list-style-type: none"> 3. Teacher makes adjustments to the lesson based on student understanding and re-teaches when necessary 4. Teacher uses a variety of non-verbal and verbal strategies to monitor mastery of objectives 5. Teacher gauges understanding of all students in an ongoing manner. 6. Teacher should provide ample wait time. 7. Teacher should demonstrate strategies for responding to more challenging questions 8. Teacher uses visual and performance cues to redirect students for a correct response 	<p>device, etc.)</p> <ol style="list-style-type: none"> 2. Students construct their own understanding rather than re-explaining a concept (using picture cues, prompting, etc.) 3. Students may pair with other students to decipher any misunderstandings
	<ol style="list-style-type: none"> 1. Teacher maintains a pace that is responsive to students' needs and students are engaged in meaningful work. 2. Teacher should not be penalized if a crisis interrupts instruction and the teacher needs to utilize Non-Violent Crisis Prevention Intervention (CPI) techniques, implement a behavior intervention plan (BIP), and/or respond to situations requiring medical intervention. 3. Teacher should demonstrate seamless transitions between activities; 4. Teacher maximizes instructional time depending on the content and/or student mastery (i.e., in self-contained settings, the lesson may extend past the pre-determined class period/block or may not extend the full duration of the pre-determined class period/block) 	<ol style="list-style-type: none"> 1. Student participation is high and off-task behaviors are minimal (some behaviors are NOT off-task, but are related to the student's disability: rocking, making noises, stemming, etc.) 2. Students choose or are assigned activities that reinforce learning based on their learning modality. 3. Students may demonstrate familiarity with classroom schedule/procedures

World Languages

Indicator	World Languages Teacher Actions	World Languages Student Actions
<p>TEACH 1 Objective Driven Lessons</p>	<ol style="list-style-type: none"> 1. Shares the objective in English in relationship to proficiency in addition to standards. 2. Objectives are written in student friendly language such as “I Can” and clearly connect to the posted sequence of learning activities or agenda. 3. Daily learning targets (objectives) are for students and may be written in English to ensure student comprehension of new material. 4. Has objective posted on board or throughout presentation. 5. Teacher shares agenda for day. 6. Shares models of meeting or exceeding objective in the target language aligned to performance targets. 	<ol style="list-style-type: none"> 1. Can tell you what the objectives are in English and why they are important. 2. Can describe in English what meeting and exceeding the objective looks like in terms of proficiency. 3. Can tell you why it is important and how it helps develop proficiency for use in the real world. <i>(Ask students in the classroom in order to obtain this evidence.)</i>
<p>TEACH 2 Explain Content</p>	<ol style="list-style-type: none"> 1. Teacher provides comprehensible input in the target language that is meaningful, interesting, and appropriate to their proficiency level. 2. The teacher uses a variety of strategies to clearly convey meaning and make input comprehensible (such as visuals or gestures). 3. Teacher uses target language explanations that are developmentally appropriate and include academic language that is clear, concise, and appropriate to their proficiency level. 4. Teacher demonstrates appropriate 	<ol style="list-style-type: none"> 1. Students attempt to ask questions or ask for help in the target language when they do not understand.

World Languages

<p style="text-align: center;">TEACH 3 Appropriately Challenging Work</p>	<p>adjustments and alternative ways to explain concepts effectively without translating. If all else fails, they may switch to English as an obvious last resort.</p>	
	<ol style="list-style-type: none"> 1. Teacher engages students in appropriately challenging work in the TARGET LANGUAGE to further develop their proficiency within a real world context. 2. Complex texts, tasks and activities in which students engage are in the target language, appropriate to their proficiency range and are presented within a real world context. 3. “Complex texts” in a world language classroom are aligned to students second language proficiency level, aligned or related to content, and should be authentic whenever possible. 4. Teacher facilitates accountable talk in the target language supported by concrete referents as necessary. 	<ol style="list-style-type: none"> 1. Students evidence the necessary skills to complete the task or activity without translation and with a minimal use of English. 2. Activities are appropriate to student’s proficiency range as evidenced by minimal off task behavior or use of English. 3. Students have easy access to learning supports (word wall, grammar wall, etc.) to help them stay in the target language.
<p style="text-align: center;">TEACH 4 Content Engagement</p>	<ol style="list-style-type: none"> 1. Lesson contains a balance of teacher directed and student-centered learning in the target language. 2. Lessons are scaffolded along the input to output continuum representing that students first understand new language, then can write, and finally can answer and ask questions using the new language. 3. Teacher provides students with multiple strategies to remain engaged in the target language (such as word walls, grammar walls, sentence frames, etc.). 4. The teacher clearly separates the native and target languages by not translating or asking students to translate. 	<ol style="list-style-type: none"> 1. Before being expected to produce language, students have multiple opportunities to take in and process language. 2. Students’ opportunities to use language are balanced across the modes of communication (Interpersonal, interpretive and presentational) as appropriate to their proficiency levels. 3. Students use strategies to enable them to sustain target language use (such as word walls, grammar walls, sentence frames, etc.)

World Languages

<p style="text-align: center;">TEACH 5 Higher Level Thinking</p>	<ol style="list-style-type: none"> 1. Teacher models his or her own thought processes in the target language so that students begin to generate their own questions. 2. Teacher provides meaningful feedback to students focused on building proficiency instead of mere accuracy. 	<ol style="list-style-type: none"> 1. Students evidence higher-order thinking skills when creating (highest level of Blooms) in the target language. 2. Creating in the target language requires moving beyond the taught sentence frame. 3. Students engage target language activities, tasks and discussions, that are aligned to their proficiency-level and build on a solid foundation of knowledge.
	<p style="text-align: center;">TEACH 6 Checking for Understanding</p>	<ol style="list-style-type: none"> 1. The teacher uses a variety of strategies to check for understanding. 2. Checks may be verbal or non-verbal depending on the stage in the input process. 3. The teacher checks for understanding of all students in an ongoing manner throughout the lesson. 4. Teacher does not use translation as a check for understanding. 5. Teacher adjusts instruction based on evidence from comprehension checks. 6. After exhausting all other methods and careful consideration might English be used to clarify or explain discrete concepts or grammar points.
<p style="text-align: center;">TEACH 7 Instructional Time</p>		<p style="text-align: center;">Refer to general rubric descriptors</p>