Delivery of Instruction **Culture of Learning**

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher shows little to no enthusiasm for the content, leading to lack of commitment on the part of the students to value it.	Although teacher generally exhibits enthusiasm for the content, students do not demonstrate consistent commitment to its value.	Teacher mostly exhibits enthusiasm for the content and mostly all students demonstrate consistent commitment to its content.	Teacher exhibits enthusiasm for the content and all students demonstrate consistent commitment to its value.
Teacher demonstrates little to no evidence of communicating the belief that all students are capable of learning.	Teacher makes an attempt to communicate belief that students are capable of learning, although the message is lacking directness, specificity and/ or consistency.	Teacher communicates a belief that all students are capable of learning, although the message is not always direct and specific to students.	Teacher is direct, specific and consistent in communicating the belief that all students are capable of learning.

Delivery of Instruction **Student Engagement**

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher incorporates little or no differentiation, scaffolding, age- appropriate activities, nor varied resources to meet the needs of all learners.	Teacher shows minimal evidence of the use of differentiation, scaffolding, age- appropriate activities, and varied resources to meet the needs of some learners.	Teacher regularly uses differentiation, scaffolding, age-appropriate activities, and varied resources to meet the needs of most learners.	Teacher consistently uses differentiation, scaffolding, age- appropriate activities, and varied resources to effectively meet the needs of all learners.
Teacher shows little to no evidence of consistently engaging students in the beginning of the lesson.	Teacher attempts to begin a lesson in an engaging manner, however the implementation is not consistent.	Teacher begins each lesson in a manner that engages most students.	Teacher consistently and effectively begins each lesson in a manner that immediately engages all students.
Teacher demonstrates little to no attempt to activate students' prior knowledge or acknowledge students' experiences in instruction.	Teacher makes an attempt to activate students' prior knowledge but fails to go far enough to engage students in content.	Teacher uses strategies that activate students' prior knowledge of students in an effective manner.	Teacher uses strategies to activate prior knowledge, and draws on student experience to engage students.
Teacher demonstrates ineffective pacing and lesson implementation that does not promote student engagement.	Teacher attempts to pace the lesson but is unable to use it as a lever to ensure students are engaged.	Teacher paces the lesson effectively, using it as a lever to ensure most students are intellectually engaged.	Teacher paces the lesson effectively, using it as a lever to ensure all students are intellectually engaged.

Delivery of Instruction Questioning Techniques

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher rarely uses a range of questioning techniques that encourage deeper student understanding and mastery.	Teacher asks a range of questions but rarely gets at deep student understanding or teacher doesn't use a variety of questioning techniques.	Teacher incorporates a range of questioning techniques that encourage deeper understanding and mastery for most students.	Teacher incorporates a range of questioning techniques that encourage deeper student understanding and mastery for all students.
Teacher dominates class discussions and student interaction is severely limited.	Teacher attempts to facilitate discussions, but students are not responding to each other.	Teacher facilitates discussions in which students initiate higher order questions, and build on each other's responses.	Teacher facilitates discussions in which students initiate higher order questions, build on each other's responses and provide evidence for their thinking.
Teacher rarely checks for understanding, gathering minimal information about students' understanding of the content while executing a lesson.	Teacher checks for understanding, but doesn't use a variety of strategies and / or the checks don't provide sufficient information about student understanding.	Teacher consistently uses varied strategies to check for understanding and gets an accurate pulse of student understanding.	Teacher consistently uses varied strategies to check for understanding, including exit tickets, quizzes and other measures, to gauge student mastery and adjust instruction mid- course.

Delivery of Instruction Execution of Lesson

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher's stated objectives are unclear and lack rigor or alignment to learning standards.	Teacher attempts to facilitate an objective driven lesson but the outcomes are not clear nor communicated to students.	Teacher facilitates a grade-appropriate objective driven lesson with clear outcomes that are communicated to students.	Teacher facilitates an objective driven lesson with clear outcomes that is communicated to students and evidenced by student performance.
Teacher's lesson implementation lacks structure, clear examples, appropriate language, or examples aligned with the LEA's lesson framework.	Teacher executes a lesson structure using limited examples, minimally appropriate language, and few examples aligned with the LEA's lesson framework.	Teacher executes a lesson structure using clear examples, appropriate language, and examples aligned with the LEA's lesson framework.	Teacher executes a lesson structure aligned with the LEA's lesson framework using clear examples and appropriate language, and yields mastery as evidenced by students' performance.
Teacher lesson leaves little or no opportunity for reflection and closure on the lesson to consolidate student understanding.	Teacher provides limited opportunity for reflection and closure on the lesson to consolidate student understanding.	Teacher provides multiple opportunities for reflection and closure on the lesson to consolidate student understanding.	Teacher provides multiple opportunities for reflection and closure, and ensures mastery of the lesson content through a previously defined assessment.
Teacher does not modify the lesson when needed.	Teacher attempts to modify the lesson, but the modification doesn't support student learning.	Teacher modifies instruction throughout the lesson to meet the needs of most students.	Teacher modifies instruction throughout the lesson to meet the needs of all students.

Delivery of Instruction Content Knowledge

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher demonstrates little familiarity with subject matter as evidenced by delivering inaccurate information or responding ineffectively and/or insufficiently to student questions or misunderstandings.	Teacher displays some content knowledge; however, teacher delivers some inaccurate information and/or struggles to respond effectively or accurately to student questions or misunderstandings.	Teacher displays content knowledge by delivering accurate information and responding effectively to most student questions or misunderstandings.	Teacher displays extensive content knowledge, evidenced by delivering accurate information and responding effectively to student questions and misunderstandings.
Teacher uses little or no content specific vocabulary and/or students do not engage in precise, higher level discussion of content.	Teacher inconsistently uses content specific vocabulary; few students are able to engage in precise, higher level discussion of content.	Teacher's content specific vocabulary is rigorous and developmentally appropriate, such that most students engage in precise, higher level discussion of content.	Teacher's content specific vocabulary is rigorous and developmentally appropriate such that all students engage in precise, higher level discussion of content.

Delivery of Instruction **Use of Assessments**

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher does not use formal and informal, cumulative and summative assessment results; does not analyze data to modify instruction.	Teacher attempts to use formal and informal, cumulative and summative assessments, but ineffectively uses the results to modify instruction.	Teacher uses formal and informal, cumulative and summative assessment results to inform planning and sometimes is able to modify instruction on the spot.	Teacher consistently uses formal and informal, cumulative and summative assessment and analyzes assessment data to inform planning and is able to modify instruction on the spot when necessary.