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NIET Teaching and Learning Standards Rubric

Updated April 2021

The *NIET Teaching and Learning Standards Rubric* is designed to support improvements in classroom instruction. By clearly defining effective teaching and student-centered instruction, it provides teachers with a roadmap for strengthening their practice, facilitates high-quality coaching, and fosters collaboration around best instructional practices. The rubric is based on 20 years of research and experience across 21 states, and it has been used by educators in environments ranging from urban to rural and in classrooms of all subjects and modalities. It provides educators with a common understanding and language for designing and planning instruction, using effective instructional practices to support student learning, and creating an equitable and inclusive learning environment. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement and growth. The *NIET Teaching and Learning Standards Rubric* has always been student centered, and in the highest level of performance, there should be evidence that students are taking ownership over their learning with the teacher's facilitation. In the 2021 updates, this focus on students and ensuring their equitable access to high-quality instruction has been clarified and strengthened.

The NIET's *Teaching Standards Rubric* brings a comprehensive focus on three key domains: **instruction, designing and planning instruction,** and **the learning environment.** NIET also has a **professionalism** domain, available separately.

Instruction	Designing and Planning Instruction	The Learning Environment
1. Standards and Objectives 2. Motivating Students 3. Presenting Instructional Content 4. Lesson Structure and Pacing 5. Activities and Materials 6. Questioning 7. Academic Feedback 8. Grouping Students 9. Teacher Content Knowledge 10. Teacher Knowledge of Students 11. Thinking 12. Problem-Solving	1. Instructional Plans 2. Student Work 3. Assessment	1. Expectations 2. Engaging Students and Managing Behavior 3. Environment 4. Respectful Culture

Performance definitions are provided at levels 5, 3, and 1. Observers can score performance at levels 2 or 4 based on evidence and their professional judgment. A rating of 2 often occurs when examination of the evidence is stronger than unsatisfactory but there is not specific evidence to merit a proficient rating. A rating of 4 often occurs when many of the descriptors in the proficient level are evident and strong but there is not enough evidence or consistency to merit an exemplary rating of 5. These ratings should always be based on close evaluation of evidence, including student work and observation analysis.

INSTRUCTION

Description of performance level	Significantly Above Expectations (5) Exemplary *Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning*	At Expectations (3) Proficient *Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning*	Significantly Below Expectations (1) Unsatisfactory *Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
Standards and Objectives (SO)	• All learning objectives and state content standards, and their connection to student work expectations, are explicitly communicated and understood by students. • Objectives and expectations are aligned to the depth and rigor of the standards; lesson content is aligned to the standards and objectives. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Students make connections between learning objectives and (a) what they have previously learned, (b) know from life experiences, and (c) knowledge of other disciplines. • Expectations for each student's performance are clear, demanding, and high, and student work is aligned to state content standards and learning objectives. • Students are able to articulate expectations and explain those to their peers. • State standards are displayed and referenced throughout the lesson with explanations. • Student work shows evidence that each student is progressing or demonstrating mastery of the objective(s).	• Learning objectives and state content standards are communicated. • Objectives and expectations are aligned to the depth and rigor of the standards; lesson content is aligned to the standards and objectives. • Sub-objectives are aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • State standards are displayed. • There is evidence that students are progressing or demonstrating mastery of the objective(s).	• Some learning objectives and state content standards are communicated. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are displayed. • There is little evidence that students are progressing or demonstrating mastery of the objective(s).
Motivating Students (MOT)	• The teacher consistently organizes the content, including curriculum resources, so that it is personally meaningful, relevant, and intellectually engaging to students. • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. • Students are consistently engaged in their own learning, and the teacher reinforces students' initiative to learn more.	• The teacher organizes the content, including curriculum resources, so that it is personally meaningful and relevant to students. • The teacher develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content, including curriculum resources, so that it is personally meaningful and relevant to students. • The teacher seldom develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.

INSTRUCTION

	Significantly Above Expectations (5) **Exemplary**	**At Expectations (3)** **Proficient**	**Significantly Below Expectations (1)** **Unsatisfactory**
Description of performance level	*Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning — Teacher and Students Facilitate the Learning*	*Some Evidence of Student-Centered Learning/ Student Ownership of Learning — Teacher Facilitates the Learning*	*Minimal Evidence of Student Ownership of Learning — Heavy Emphasis on Teacher Direction*
Presenting Instructional Content (PIC)	Presentation of content always includes: • visuals, including student work exemplars, that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher or student that demonstrates accurate understanding of the content and meets performance expectations; • criteria that clarifies how students can be successful; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.	Presentation of content consistently includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • criteria that clarifies how students can be successful; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.	Presentation of content inconsistently includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • criteria that clarifies how students can be successful; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing (LS)	• The lesson starts promptly. • The lesson's structure is coherent, based on the content, and organized to meet students' needs, with time for reflection to ensure student understanding. • Pacing is brisk, adjusted for rigor of content and individual student learning expectations. • Students' individual needs are attended to and pacing provides many opportunities for individual students who progress at different learning rates. • Students understand and engage in classroom routines and transitions to ensure efficient use of time.	• The lesson starts promptly. • The lesson's structure is coherent, based on the content, and has a beginning, middle, and end, with time for reflection to ensure student understanding. • Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• The lesson does not start promptly. • The lesson has a structure, but may be missing key components of the content, or it may not include reflection or introductory elements. • Pacing rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

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INSTRUCTION

Description of performance level	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*

Activities and Materials (ACT)	Activities and materials include all of the following:
	• *Content:*
	  o support the lesson objectives;
	  o are challenging;
	  o elicit a variety of thinking;
	  o provide time for reflection;
	  o are relevant to students' lives;
	• *Student-centered:*
	  o sustain students' attention;
	  o provide opportunities for student-to-student interaction;
	  o evoke student curiosity and suspense;
	  o provide students with choices;
	• *Multiple materials:*
	  o incorporate multimedia and technology; and
	  o incorporate additional standards-based resources where appropriate to support individual and whole group understanding (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).
	• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction, and students are continuously self-monitoring.
		Activities and materials include a majority of the following:
		• *Content:*
		  o support the lesson objectives;
		  o are challenging;
		  o elicit a variety of thinking;
		  o provide time for reflection;
		  o are relevant to students' lives;
		• *Student-centered:*
		  o sustain students' attention;
		  o provide opportunities for student-to-student interaction;
		  o evoke student curiosity and suspense;
		  o provide students with choices;
		• *Multiple materials:*
		  o incorporate multimedia and technology; and
		  o incorporate additional standards-based resources where appropriate (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).
			Activities and materials include few of the following:
			• *Content:*
			  o support the lesson objectives;
			  o are challenging;
			  o elicit a variety of thinking;
			  o provide time for reflection;
			  o are relevant to students' lives;
			• *Student-centered:*
			  o sustain students' attention;
			  o provide opportunities for student-to-student interaction;
			  o evoke student curiosity and suspense;
			  o provide students with choices;
			• *Multiple materials:*
			  o incorporate multimedia and technology; and
			  o incorporate additional standards-based resources where appropriate (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).

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INSTRUCTION

Description of performance level	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning	Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction
Questioning (QU)	- Teacher questions are varied and high-quality, providing an appropriate mix of question types based on content: - knowledge and comprehension; - application and analysis; and - creation and evaluation. - Questions are consistently purposeful and coherent. - The frequency of questions consistently engages students in the rigor of the content and in critical thinking. - Questions are consistently sequenced with attention to the instructional goals. - Wait time (3-5 seconds) is consistently provided. - Students regularly respond to a variety of teacher questions (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers). - All students are actively answering questions and engaging with the teacher or each other to share their perspectives. - Students generate questions that lead to further inquiry and self-directed learning.	- Teacher questions are varied and high-quality, providing an appropriate mix of question types based on content: - knowledge and comprehension; - application and analysis; and - creation and evaluation. - Questions are purposeful and coherent. - The frequency of questions engages students in critical thinking. - Questions are sequenced with attention to the instructional goals. - Wait time (3-5 seconds) is provided. - Questions require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). - The teacher calls on a variety of students to engage different students' perspectives and provide opportunities for many students to respond.	- Teacher questions are inconsistent in quality and include few question types: - knowledge and comprehension; - application and analysis; and - creation and evaluation. - Questions are random and lack coherence. - The frequency of questions sometimes engages students in critical thinking. - Questions are rarely sequenced with attention to the instructional goals. - Wait time (3-5 seconds) is inconsistently provided. - Questions rarely require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). - The teacher mostly calls on volunteers.
Academic Feedback (FEED)	- Oral and written feedback is consistently academically focused, frequent, and high quality. - Feedback is frequently given during guided practice and review of independent work assignments. - The teacher circulates during instructional activities to prompt student thinking, assess each student's progress based on student work expectations, and provide individual feedback. - Feedback, both verbal and non-verbal, from students is regularly used to monitor and adjust instruction. - Students give specific and clear feedback to each other based on the teacher's expectations.	- Oral and written feedback is academically focused, frequent, and high quality. - Feedback is given during guided practice and review of independent work assignments. - The teacher circulates during instructional activities to support engagement and monitor student work. - Feedback from students is used to monitor and adjust instruction.	- The quality and timeliness of feedback is inconsistent. - Feedback is sometimes given during guided practice and review of independent work assignments. - The teacher circulates during instructional activities, but monitors mostly behavior. - Feedback from students is sometimes used to monitor or adjust instruction.

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INSTRUCTION

Description of performance level	Significantly Above Expectations (5) Exemplary — Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning	At Expectations (3) Proficient — Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Significantly Below Expectations (1) Unsatisfactory — Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction
Grouping Students (GRP)	• The instructional grouping arrangements (whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. • Teacher sets clear expectations that are understood by students. • In an instructional group, each student takes responsibility for their individual role, tasks, and group work expectations so they can have meaningful and productive collaboration. • In an instructional group, each student assumes accountability for completing group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Students set goals, reflect on, and evaluate their learning in instructional groups. • When provided the choice or independence, students make responsible decisions about how to group themselves.	• The instructional grouping arrangements (whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. • Teacher sets expectations that are understood by students. • In an instructional group, students take responsibility for their roles, tasks, and group work expectations so they can have meaningful and productive collaboration. • Students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge (TCK) [See companion tool.]	• Teacher displays extensive content knowledge and understanding of both state standards and instructional materials, including their curriculum, for all the subjects they teach. • Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge. • Teacher consistently highlights key concepts and ideas and uses them as the basis to connect other powerful ideas.	• Teacher displays accurate content knowledge and understanding both of state standards and instructional materials, including their curriculum, for all the subjects they teach. • Teacher implements subject-specific instructional strategies to enhance student content knowledge. • Teacher highlights key concepts and ideas and uses them as the basis to connect other powerful ideas.	• Teacher displays under-developed content knowledge and lacks understanding of state standards or instructional materials, including their curriculum, in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students (TKS)	• Teacher practices display understanding of each student's anticipated learning abilities and challenges. • Teacher practices consistently incorporate student interests, backgrounds, and cultures. • Teacher consistently provides differentiated instructional content and strategies to ensure students have the opportunity to master what is being taught.	• Teacher practices display understanding of students' anticipated learning abilities and challenges. • Teacher practices incorporate student interests, backgrounds, and cultures. • Teacher provides differentiated instructional content and strategies to ensure students have the opportunity to master what is being taught.	• Teacher practices demonstrate some knowledge of students' anticipated learning abilities and challenges. • Teacher practices sometimes incorporate student interests, backgrounds, or cultures. • Teacher practices demonstrate some differentiation of instructional methods or content.

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INSTRUCTION

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	Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*

Thinking (TH)	• Students are actively engaged in multiple types of thinking:
	  o analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;
	  o practical thinking, where students use, apply, and implement what they learn in real-life scenarios;
	  o creative thinking, where students create, design, imagine, and suppose; and
	  o research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.
	• The teacher and/or students model metacognitive strategies.
	• Students are provided opportunities to:
	  o generate a variety of ideas and alternatives;
	  o analyze problems from multiple perspectives and viewpoints; and
	  o monitor their thinking to ensure they understand what they are learning, are attending to critical information, and are aware of the learning strategies they are using and why.
		• The teacher engages students in multiple types of thinking:
		  o analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;
		  o practical thinking, where students use, apply, and implement what they learn in real-life scenarios;
		  o creative thinking, where students create, design, imagine, and suppose; and
		  o research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.
		• The teacher and students:
		  o generate a variety of ideas and alternatives; and
		  o analyze problems from multiple perspectives and viewpoints.
			• The teacher implements some learning experiences that engage students in different types of thinking.
			• The teacher sometimes provides opportunities where students:
			  o generate a variety of ideas and alternatives; or
			  o analyze problems from multiple perspectives and viewpoints.

Problem-Solving (PS)	• Students engage in activities that reinforce several of the following problem-solving types:
	  o Abstraction
	  o Categorization
	  o Drawing conclusions/justifying solutions
	  o Predicting outcomes
	  o Observing and experimenting
	  o Improving solutions
	  o Identifying relevant/irrelevant information
	  o Generating ideas
	  o Creating and designing
		• The teacher uses and/or engages students in some of the following problem-solving types:
		  o Abstraction
		  o Categorization
		  o Drawing conclusions/justifying solutions
		  o Predicting outcomes
		  o Observing and experimenting
		  o Improving solutions
		  o Identifying relevant/irrelevant information
		  o Generating ideas
		  o Creating and designing
			• The teacher sometimes engages students in the following problem-solving types:
			  o Abstraction
			  o Categorization
			  o Drawing conclusions/justifying solutions
			  o Predicting outcomes
			  o Observing and experimenting
			  o Improving solutions
			  o Identifying relevant/irrelevant information
			  o Generating ideas
			  o Creating and designing

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PLANNING

Description of performance level	Significantly Above Expectations (5) Exemplary *Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning*	At Expectations (3) Proficient *Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning*	Significantly Below Expectations (1) Unsatisfactory *Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*

Instructional Plans (IP)	Instructional plans include:
	• measurable and explicit objectives aligned to state standards and aligned curriculum, both in content and in rigor;
	• activities, materials, and assessments that:
	  ○ are aligned to state standards; content, including curriculum; and success criteria;
	  ○ are sequenced and scaffolded based on student need;
	  ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines as appropriate; and
	  ○ provide appropriate time for student work, student reflection, and lesson closure;
	• evidence that the plan is appropriate for the age, knowledge, and interests of all learners;
	• evidence that the plan provides regular opportunities to accommodate individual student needs and student choice; and
	• strategies for student autonomy and ownership.
		Instructional plans include:
		• objectives aligned to state standards and aligned curriculum, both in content and in rigor;
		• activities, materials, and assessments that:
		  ○ are aligned to state standards; content, including curriculum; and success criteria;
		  ○ are sequenced and scaffolded based on student need;
		  ○ build on prior student knowledge; and
		  ○ provide appropriate time for student work and lesson closure;
		• evidence that the plan is appropriate for the age, knowledge, and interests of learners; and
		• evidence that the plan provides opportunities to accommodate individual student needs.
			Instructional plans include:
			• some objectives aligned to state standards and aligned curriculum;
			• activities, materials, and assessments that:
			  ○ are sometimes aligned to state standards;
			  ○ are sometimes logically sequenced;
			  ○ sometimes build on prior student knowledge; and
			  ○ inconsistently provide time for student work and lesson closure;
			• little evidence that the plan is appropriate for the age, knowledge, or interests of the learners; and
			• little evidence that the plan provides opportunities to accommodate individual student needs.

Student Work (SW)	Assignments are: • always aligned to the rigor and depth of the standards and curriculum content. • always aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction. Students: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.	Assignments are: • aligned to the rigor and depth of the standards and curriculum content. • aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction. Assignments require students to: • interpret information rather than reproduce it; • draw conclusions and support them through writing; and • connect what they are learning to prior learning and life experiences.	Assignments require students to: • mostly reproduce information; • sometimes draw conclusions and support them through writing; and • sometimes connect what they are learning to prior learning or life experiences.

PLANNING

Description of performance level	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
Assessment (AS)	Assessments: • are aligned with the depth and rigor of the state standards and content, including curriculum resources; • are designed to provide feedback on progress against objectives; • use a variety of question types and formats to gauge student learning and problem-solving; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice); • require extended written tasks as appropriate; • include clear illustrations of student progress toward state standards, which students monitor, understand, and articulate; and • include descriptions of how assessment results will be used by teachers and students to inform future instruction and learning.	Assessments: • are aligned with the depth and rigor of the state standards and content, including curriculum resources; • are designed to provide feedback on progress against objectives; • use a variety of question types and formats to gauge student learning and problem-solving; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice); • require written responses as appropriate; and • include performance checks and student reflection on performance throughout the school year.	Assessments: • are sometimes aligned with state standards and content, including curriculum resources; • are not designed well to provide feedback on progress against objectives; • uses few question types to gauge student learning; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice); and • include performance checks, although the purpose of these checks is not clear.

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ENVIRONMENT

Description of performance level	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	Consistent Evidence of Student-Centered Learning/ Student Ownership of the Learning Environment – Teacher and Students Establish the Environment	*Some Evidence of Student-Centered Learning/ Student Ownership of the Learning Environment – Teacher Establishes the Environment*	*Minimal Evidence of Student Ownership of the Learning Environment – Heavy Emphasis on Teacher Direction*
Expectations (ES)	• Teacher engages students in learning with clear and rigorous academic expectations and actively uses aligned and differentiated materials and resources to ensure equitable access to learning. • Students regularly learn from their mistakes and can describe their thinking on what they learned. • Teacher creates learning opportunities where all students consistently experience success. • Students lead opportunities that support learning. • Students take initiative to meet or exceed teacher expectations. • Teacher optimizes instructional time to ensure each student meets their learning goals.	• Teacher engages students in learning with clear and rigorous academic expectations with aligned materials and resources for students to access. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students complete their work according to teacher expectations.	• Teacher expectations are not rigorous for students. • Teacher does not create learning opportunities where students can experience success. • Student work is rarely completed to meet teacher expectations.
Engaging Students and Managing Behavior (ESMB)	• Students are consistently engaged in behaviors that optimize learning and increase time on task. • Teacher and students establish collective commitments for learning and behavior. • Teacher consistently uses and students reinforce several techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment. • Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • Teacher addresses individual students who have caused disruptions rather than the entire class. • Teacher quickly attends to disruptions with minimal interruption to learning.	• Students are mostly engaged in behaviors that optimize learning and increase time on task. • Teacher establishes rules for learning and behavior. • Teacher uses a variety of techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment. • Teacher often recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • Teacher addresses students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are consistently engaged in behavior that interrupts learning or minimizes time on task. • Teacher establishes few rules for learning and behavior. • Teacher uses few techniques to maintain student engagement. • Teacher does not or inconsistently addresses behavior that interrupts learning. • Teacher over-addresses inconsequential behavior.

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ENVIRONMENT

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Description of performance level	*Consistent Evidence of Student-Centered Learning/ Student Ownership of the Learning Environment – Teacher and Students Establish the Environment*	*Some Evidence of Student-Centered Learning/ Student Ownership of the Learning Environment – Teacher Establishes the Environment*	*Minimal Evidence of Student Ownership of the Learning Environment – Heavy Emphasis on Teacher Direction*
Environment (ENV)	The classroom: • welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. • is clearly organized and designed for and with students to promote learning for all. • has supplies, equipment, and resources easily and readily accessible to provide equitable opportunities for all students. • displays current student work that promotes a positive and inclusive classroom environment. • is arranged to maximize individual and group learning and to reinforce a positive classroom culture.	The classroom: • welcomes all students and guests. • is organized to promote learning for all students. • has supplies, equipment, and resources accessible to provide equitable opportunities for students. • displays current student work. • is arranged to promote individual and group learning.	The classroom: • is somewhat uninviting. • is not organized to promote student learning. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arranged to promote group learning.
Respectful Culture (RC)	• Teacher-student and student-student interactions consistently demonstrate caring, kindness, and respect for one another and celebrate and acknowledge all students' background and culture. • Teacher seeks out and is receptive to the interests and opinions of all students. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are generally positive and reflect awareness and consideration of all students' background and culture. • Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs. • Teacher is receptive to the interests and opinions of students.	• Teacher does not establish a safe and positive classroom culture for students. • Students do not exhibit respect for the teacher or each other. • Teacher and/or student interaction and communication is characterized by unhealthy conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

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