OBU STUDENT TEACHING ASSESSMENT RUBRIC

DISPOSITIONS	Poor	Developing	Meets Expectation	Exceeds Expectation
1. Advocates for the learning of all students (In1i; T1,3,6)	• Does not address student diversity or describe how instruction will be differentiated. • Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. • Does not display an interest in the curriculum or high academic expectations for most students.	• Plans rarely address student diversity or describe how instruction will be differentiated. • Attempts to follow some of the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. • Does not consistently display an interest in the curriculum or high academic expectations for most students.	• Plans consistently address student diversity and describe how instruction will be differentiated. • Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. • Consistently conveys a generally positive view of learning and of the curriculum, demonstrating high academic expectations for most students.	• Plans consistently and skillfully address student diversity and describe how instruction will be differentiated. • Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change. • Consistently displays a genuine enthusiasm for the curriculum and high academic expectations for all students.
2. Provides equitable experiences for everyone involved (T5)	• Grading is not consistently fair or in accordance with district's grading policies.	• Attempts are made to use grading that is consistently fair and in accordance with district's grading policies	• Grading is fair and in accordance with district's grading policies.	• Grading is fair, transparent to students and in accordance with district's grading policies
3. Demonstrates empathy (T6)	• Makes no reference to student knowledge, attitudes, or skills as a basis for learning. • Disregards student concerns & needs. • Talks down to, speaks negatively to, or ignores students, colleagues, and/or families. • Oral, written, and nonverbal communication are not generally considerate or respectful.	• Only occasionally considers student knowledge, attitudes, or skills as a basis for learning. • Gives minimal attention to student concerns & needs. • Oral, written, and nonverbal communication are at best neutral without positive potential.	• Shows knowledge of students' attitudes, abilities, and experiences as a group, and shows interest in students' personal lives. • Attends to individual needs. • Oral, written and nonverbal communications with students are considerate and respectful.	• Shows knowledge of students' attitudes, abilities, and experiences as individuals, and shows interest in students' personal lives. • Attends to individual needs. • Initiates accommodations for student differences. • Interacts with students beyond school hours (e.g. extra-curricular activities). • Oral, written, and nonverbal communications with students are considerate and positive, demonstrating genuine respect for individual students and the class as a whole.
4. Demonstrates open-mindedness (In9m,9e)	• Does not display good sportsmanship. • Shows favoritism/singles out students. • Punishes whole class. • Is not consistent in responses to students and/or procedures. • Does not reflect on his/her personal biases, access resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger	• Some evidence of sportsmanship. • Does not show favoritism. • Attempts to apply discipline selectively. • Minimal evidence of reflection on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to	• Displays good sportsmanship. • Students show that they feel liked and can depend on teachers' response. • Reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	• Displays good sportsmanship regularly. • Students show that that feel liked and can depend on teachers' response. • Involves students in developing fair practices. • Regularly reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger

	relationships and create more relevant learning experiences.	build stronger relationships and create more relevant learning experiences.		relationships and create more relevant learning experiences.
5. Takes responsibility for learner growth (In1j; T16)	• Gives up, blames the student, or blames the student's home environment if the student has difficulty learning.	• Accepts minimal responsibility for the success of some or all students.	• Accepts responsibility for the success of all students.	• When a student has difficulty learning, perseveres to identify effective approaches to reach the student, drawing on a broad repertoire of strategies.
6. Shows flexibility when appropriate (In5s,7f,7q,8b)	• Does not make recommended changes. • Is very rigid. • Is stressed or annoyed easily. • Does not demonstrate a willingness to change when faced with lack of success. • Does not employ flexible learning environments that encourage learner exploration, discovery, and expression across content areas. • Does not believe that plans must always be open to adjustment and revision based on learner needs and changing circumstances. • Does not continuously monitor student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. • Does not evaluate plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning. • Is unable to adjust lessons due to unexpected interruptions such as fire drills and technology breakdowns.	• Makes necessary changes. • Occasionally modifies instruction to enhance lessons based on students' needs, interests, and questions. • Does not have a negative attitude about change. • Is not stressed or annoyed easily. • Employs learning environments that allow learner exploration, discovery, and expression across content areas. • Is not opposed to revise and adjust plans based on learner needs and changing circumstances. • Sporadically monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. • Makes minimal efforts to evaluate plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning. • Only small interruptions to lessons due to unexpected interruptions such as fire drills and technology breakdowns.	• Makes necessary changes. • Occasionally modifies instruction to enhance lessons based on students' needs, interests, and questions. • Demonstrate a willingness to change when given clear encouragement or incentive. • Demonstrates calmness during unexpected events or interruptions. • Employs flexible learning environments that encourage learner exploration, discovery, and expression across content areas. • Believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. • Continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. • Evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning. • Adjusts lessons due to unexpected interruptions such as fire drills and technology breakdowns.	• Routinely makes adjustments to address students' needs, interest, and questions. • Has positive attitude about change. • Remains composed and in control regardless of the situation. • Regularly employs flexible learning environments that encourage learner exploration, discovery, and expression across content areas. • Regularly believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. • Regularly continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. • Regularly evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning. • Adjusts lessons seamlessly due to unexpected interruptions such as fire drills and technology breakdowns.
7. Has a positive attitude (In10t)	• Does not exhibit a positive attitude. • Does not embrace the challenge of continuous improvement and change.	• Tries to do well but has trouble keeping a positive attitude. • Is sometimes unable to embrace the challenge of continuous improvement and change.	• Usually strives to do well and retains a positive attitude. Manages stress. • Is able to embrace the challenge of continuous improvement and change.	• Always strives to do well; controls attitude with positive self-talk; manages stress effectively • Regularly embraces the challenge of continuous improvement and change.

8. Shows integrity (In9f)	• Does not consistently honor the needs and best interests of students, the work setting (school, district, university) or profession. • Consistently demonstrates a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, academic dishonesty. • Does not consistently interact with others (students, parents, colleagues) in constructive ways. • Uses destructive criticism, derogatory remarks, threats, physical coercion, or other inappropriate language or behavior. • Does not reasonably allow others to express ideas. • Discourages or undermines the work of others. • Does not demonstrate safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	• Honor the needs and best interests of students, the work setting (school, district, university) or profession when required. • Seldom demonstrates a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, academic dishonesty. • Interacts with others (students, parents, colleagues) in constructive ways when required by administration. • Does not use destructive criticism, derogatory remarks, threats, physical coercion, or other inappropriate language or behavior. • Does not forbid others to express ideas. • Discourages or undermines the work of others. • Rarely demonstrates safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	• Consistently and voluntarily honors the needs and best interests of students, the work setting (school, district, university), and the profession. • Demonstrates a pattern of professional behavior such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains. • Voluntarily interacts with others (students, parents, colleagues) in constructive ways. • Encourages and supports participation and success for all. • Demonstrates safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	• Consistently and appropriately honors the needs and best interests of students, the work setting (school, district, university), and the profession including a pattern of professional behavior. • Actively seeks or leads opportunities to select or create appropriate new forums to advocate for students or the profession. • Behaviors consistently communicate respect and understanding of the relationship between one's own actions and others (e.g, professionals, colleagues, parents, students). • Encourages and supports participation and success for all. Advocates for the expression of diverse perspectives. • Seeks forums and leads efforts to assist others in developing understanding and skills in being supportive of others (e.g., students, parents, colleagues). • Consistently demonstrates safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.
9. Is dedicated (In9o,9f; T20)	• Avoids becoming involved in school or district events. Makes no effort to assume professional responsibilities or share professional knowledge with colleagues in the school or district. • Does not contribute to the modification of school practices that would result in students being better served by the school. • Does not demonstrate understanding of the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	• Makes minimal effort to become involved in school or district events, assume professional responsibilities, or share professional knowledge with colleagues in the school or district. • Rarely contributes to the modification of school practices that would result in students being better served by the school. • Occasionally demonstrates understanding of the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	• Agrees to participate in school or district events when asked. • Finds ways to contribute to the profession and follows through. • Assumes a proactive role in addressing student needs. • Demonstrates understanding of the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	• Volunteers or eagerly accepts an invitation to substantially contribute to a school or district event. • Actively participates in assisting other educators in their growth as professionals. • Works within a team of colleagues to ensure that all students have a fair and equal opportunity to learn and succeed in school. • Consistently demonstrates understanding of the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.
10. Shows reflectiveness (In9g)	• No evidence of reflection. • Shows no evidence of consciously thinking about how to improve practice.	• Reflection is minimal, too general, or one-sided.	• Thinks about what has worked well, and what might be done differently for the purpose of improving instruction. • Reflects on lessons daily.	• Thinks about what has worked well, and what might be done differently for the purpose of improving instruction.

	• Is unable to see that decisions made did not meet expectations. • Does not understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/ adjustments.	• Shows no evidence of consciously thinking about how to improve practice. • Rarely notes that some decisions did not meet expectations. • Often does not understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/ adjustments.	• Understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.	• Reflects on decisions & lessons in consultation with mentors, peers, and administrators. • Is able to self-correct • Regularly uses a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
11. Exhibits critical thinking /problem solving skills (In9d)	• Is unaware of the student needs that are not being met.	• Is sometimes unaware of the student needs that are not being met.	• Recognizes problems that arise during teaching.	• Is able to determine and correct student misconceptions during the lesson. • Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
12. Reviews and revises decisions based on evidence (In10a)	• Does not take an active role in examining learner work, analyzing data from multiple sources.	• Occasionally takes an active role in examining learner work, analyzing data from multiple sources.	• Often takes an active role in examining learner work, analyzing data from multiple sources.	• Takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
13. Shows willingness to learn (In9n)	• Is not open to hearing feedback from others. • Is defensive when receiving feedback • Does not demonstrate the ability to differentiate self from feedback. • Does not see him/herself as a learner, seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	• Is seldom open to hearing feedback from others. • Receives feedback without being defensive. • With encouragement, demonstrates the ability to differentiate self from feedback. • Seldom sees him/herself as a learner, seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	• Shows openness to hearing feedback from others. • Receives feedback without being defensive. • Demonstrated the ability to differentiate self from feedback. • Sees him/herself as a learner, at times seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	• Seeks out feedback from others. • Regularly differentiates self from feedback. • Sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
14. Takes advantage of professional growth opportunities (In2f,9a,9b; T17)	• Does not participate in professional development that updates their content knowledge and professional practices. • Does not access resources, supports, and specialized assistance and services to meet particular learning differences or needs.	• Participates in professional development that updates their content knowledge and professional practices, if required. • Occasionally accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	• Participates in scheduled professional development updating their content knowledge and current professional practices. • Accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	• Participates in scheduled professional development and seeks additional training to update their content knowledge and professional practices beyond what is required • Regularly accesses resources, supports, and specialized assistance and services

			to meet particular learning differences or needs.
15. Works collaboratively with families (In1c,3a,10d; T19)	• Provides minimal or no information to families and makes no attempt to engage them in the educational program. • Interactions with families are non-existent.	• Provides minimal information to families and rarely makes attempts to engage them in the educational program. • Interactions with families are sparse or show a lack of respect and/or negative attitude.	• Interacts with families in a timely, consistent, positive and professional manner. Complies with school procedures for communicating with families and makes an effort to engage them in the educational program. • Collaborates with families, to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	• Communicates frequently and sensitively with families and engages them in the educational program • Collaborates with families, to build a safe, positive learning climate of openness, mutual respect, support, and inquiry in an ongoing way.
16. Works collaboratively with colleagues and other professionals (In1c,3a,7e,9c,10e; T4,19)	• Does not plan with other members of the grade-level/ school planning teams (when it is an expectation of the campus). • Provides no information to colleagues and makes no attempt to engage them in the educational program. • Does not consult or collaborate with other staff members. • Interactions with colleagues show a lack of respect and/or negative attitude. • Does not plan collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.	• Rarely plans with other members of the grade-level/ school planning teams (when it is an expectation of the campus). • Provides minimal information to colleagues and makes no attempt to engage them in the educational program. • Seldom consults or collaborate with other staff members. • Interactions with colleagues are infrequent or unproductive. • Occasionally collaborates with professionals who have specialized expertise to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs. • When required, collaborates with colleagues to use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.	• Plans with other members of the grade-level/ school planning teams (when it is an expectation of the campus). • Interacts with colleagues in a timely, consistent, positive and professional manner. Complies with school procedures for communicating with colleagues and makes an effort to engage them in the educational program. • Collaborates appropriately and makes decisions that reflect genuine professional consideration. • Collaborates with colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. • Plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs. • Independently and in collaboration with colleagues, uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	• Plans with other members of the grade-level/ school planning teams (when it is an expectation of the campus or based upon collegial decision-making) • Communicates frequently and sensitively with colleagues and engages them in the educational program. • Maintains an open mind and participates in collaborative planning, reflection and decision making, respecting and considering the thoughts of colleagues. • Regularly collaborates with colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. • Regularly plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs. • Regularly collaborates with colleagues to use a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. • Working with school colleagues, builds ongoing connections with community

		Needs Improvement	Effective	Highly Effective
				resources to enhance student learning and well-being.
KNOWLEDGE & SKILLS				
		Needs Improvement	**Effective**	**Highly Effective**
17. Demonstrates professionalism (In9f; T18)	• Does not exhibit reliability-based behavior patterns.	• Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive info/compliance requests.	• Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info/compliance requests.	• Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info/compliance requests.
18. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, and positive (In3f; T11,19)	• Does not communicate with and listen to others and/or communicates in a way that is inappropriate at times. • Does not communicate clearly or regularly with mentor teacher or other building personnel. • Spoken language is inaudible and written language is illegible. Usage of both demonstrates many basic errors (mispronunciation, misspelled words, etc.). Vocabulary is often incorrect, or very limited, or is not appropriate to the students' ages or backgrounds. • Communicates verbally and nonverbally in ways that do not demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	• Has difficulty communicating easily with and listening to others. • Has difficulty communicating appropriately. • Has difficulty communicating clearly or regularly with mentor teacher or other building personnel. • Spoken language is audible and written language is legible. Usage of both demonstrates some basic errors. Vocabulary is correct, but somewhat limited, or is not appropriate to the students' ages or backgrounds. • Communicates verbally and nonverbally in ways that may not demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	• Communicates easily with and listens to others. Dialogue with students indicates open communication. • Calls students by name. • Answers questions in a timely manner. • Uses spoken and written language that is clear and correct, conforms to standard English, vocabulary, and is appropriate to students' ages and interests. • Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	• Communicates clearly to students and colleagues at all times. Dialogue with students, colleagues, and parents indicates open communication. • Calls students by name. • Answers questions in a timely manner. • Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. Teacher finds opportunities to extend students' vocabularies. • Consistently communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
19. Manages time and resources appropriately (In4f,4g,4i,9d; T1)	• Wastes considerable instructional time. • Is often unprepared to teach. • Materials and equipment are not ready at the start of the lesson or instructional activity. • When instruction, directions or procedures are inaccurate or initially confusing to students, teacher does not correct and clarify. • Does not give students directions for transitions or does not plan for transitions.	• Inefficient use of instructional time. • Is sometimes unprepared to teach. • Materials and equipment are sometimes not ready at the start of the lesson or instructional activity. • When instruction, directions or procedures are inaccurate or initially confusing to students, teacher occasionally does not correct and clarify. • Attempts to give students directions for transitions but does not plan for transitions.	• Transitions between activities, distribution & collection of materials, allows enough time to complete activities or has plans to complete in the future. • Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time) • Provides instruction, directions and procedures in a variety of delivery modes, e.g., verbal, modeling, visual, demonstration, etc., that are accurate,	• Transitions between activities are well-planned and flow smoothly. Always allows enough time to complete activities. • Materials and equipment are ready at the start of the lesson or instructional activity • Provides instruction, directions and procedures in a variety of delivery modes that are accurate and clear. Teacher anticipates possible student misunderstanding and/or confusion and incorporates relevant clarifications

	• Does not evaluate and modify instructional resources and curriculum materials. • Does not use supplementary resources and technologies effectively.	• Attempts to evaluate and modify instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners. • Occasionally uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	clearly stated / presented and relate to the learning objectives. • Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time. • Evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners. • Often uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	in the initial directions and instructions. • Gives clear directions for transitions between lessons and between instructional activities while optimizing academic learning time. • Regularly evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners. • Regularly uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
20. Clearly defines and effectively manages student behavior (In3d; T2)	• No standards of conduct seem to have been established. • Students are disengaged and unclear about the expectations of the classroom. • Does not monitor the behavior of students during whole class, small groups, seat work activities and transitions. • Does not address misbehavior and/or uses an inappropriate voice level/word choice to attempt to bring correction.	• Standards of conduct have been established with inconsistent implementation. • Students are often disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students. • Does not consistently monitor the behavior of students during whole class, small groups, seat work activities and transitions. • Does not consistently address misbehavior and/or uses an inappropriate voice level/word choice to attempt to bring correction.	• Establishes, communicates and consistently implements appropriate standards of conduct. • Students are usually engaged and clear as to the expectations of the classroom, requiring few reminders relative to the age and development of the students. • Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional activities. • As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation.	• Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students. • Students are engaged and clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students. • Monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities, lunch time, recess, assemblies, etc. • As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, while maintaining the dignity of the student in a manner that promotes positive behavior and relationships.
21. Creates an environment that promotes self-motivation (In3b,3e; T2,11)	• Does not develop learning experiences that engage learners in collaborative and self-directed learning. • Does not engage learners in evaluating the learning environment.	• Provides minimal learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. • Rarely engages learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	• Develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. • Engages learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	• Regularly develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. • Uses a variety of methods to engage learners in evaluating the learning environment and collaborates with

				learners to make appropriate adjustments.
22. Promotes positive relations among students (T10)	• Does not promote positive relations among students. • Uses only negative reinforcement.	• Often uses negative reinforcement. • Establishes an overly-competitive classroom. • Seldom uses cooperative/collaborative learning experiences.	• Uses positive reinforcement. • Works to instill respectful communication among students. • Uses procedures and rules to promote a positive learning environment. • Uses cooperative/collaborative learning experiences to encourage students to support each other in the learning process.	• Always uses positive reinforcement • Respectful communication among students is evident. • Uses cooperative/collaborative learning experiences regularly to encourage students to support each other in the learning process.
23. Uses developmentally appropriate practices (T10)	• Does not take developmental levels of learners into account when planning, delivering, and assessing instruction.	• Rarely takes developmental levels of learners into account when planning, delivering, and assessing instruction.	• Creates developmentally appropriate instruction and assessments.	• Creates developmentally appropriate instruction and assessments that take into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning.
24. Sequences learning experiences in an appropriate way to meet curricular goals and standards (In7a,7b,7c,7f;T1)	• Does not plan or execute instructional strategies that encourage the development of performance skills relating to short-term and long-term objectives. • Does not develop instructional plans that are consistently in alignment with current state standards. • Does not evaluate plans in relation to short- and long-range goals and/or adjust plans to meet students' learning needs.	• Occasionally plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives. • Develops instructional plans that are somewhat aligned with current state standards. • Does not evaluate plans in relation to short- and long-range goals and/or adjust plans to meet students' learning needs.	• Plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives. • Develops instructional plans that are in alignment with most current state standards and, as available and appropriate, curriculum maps and pacing guides. • Plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. • Evaluates plans in relation to short- and long-range goals and adjusts plans to meet students' learning needs.	• Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives. • Develops instructional plans that are in alignment with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels. • Evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.
25. Links new concepts to familiar and connects to learner experiences (In2c,4d,5b,8c; T15)	• Does not summarize the main points of the instruction into the lesson. • Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future. • Does not collaborate with learners to identify their strengths and develop their areas of interest.	• Does not consistently summarize the main points of the instruction into the lesson. • Sometimes fails to connect what is learned to prior learning and does not relate how the learning will be needed in the future. • Rarely collaborates with learners to identify their strengths and develop their areas of interest.	• Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context. • Connects what is learned to prior learning. • Collaborates with learners to identify their strengths and develop their areas of interest.	• Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context. Students summarize in a variety of ways and reflect on their own learning. • Relates instruction to prior and future learning.

			• Collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
26. Uses multiple representations (content) (In2d,4a)	• Does not bring multiple perspectives to the discussion of content. • Does not use multiple representations and explanations.	• Rarely brings multiple perspectives to the discussion of content. • Does not consistently use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	• Brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. • Effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	• Always brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. • Consistently effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
27. Adapts instruction for diverse learners (In2a,2b,6h,8a; T1,10,16)	• Plans do not address student diversity or describe how instruction will be differentiated. • No evidence of awareness of the IEP. • No evidence of strategies and resources to adapt instruction to the needs of individuals and groups of learners.	• Plans inconsistently address student diversity or inconsistently describe how instruction will be differentiated. • There is minimal evidence that is aware of the IEP. • The IEP is not being used consistently to guide instruction for the student. • Uses limited and/or inappropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	• Plans address student diversity and describe how instruction will be differentiated and creates opportunities for students to demonstrate their learning in different ways. • Modifies assessments for special education student populations in alignment with the IEPs and for other students experiencing difficulties in learning as appropriate. • Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	• Plans consistently and skillfully address student diversity and describe how instruction will be differentiated and creates opportunities for students to demonstrate their learning in different ways. • Modifies assessments for special student populations as appropriate and as indicated in any IEP, working with individual students to develop a mutually acceptable plan for "success." • Consistently uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
28. Encourages learners to understand, question, and analyze ideas from diverse perspectives (In4b,5a,5d,5g)	• Does not engage students in learning experiences in the discipline. • Does not develop or implement instruction that addresses each subject on its own. • Does not engage learners in questioning and challenging assumptions and approaches. • Does not facilitate learners' ability to develop diverse social and cultural perspectives.	• Occasionally engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. • Develops and implements instruction that addresses each subject on its own. • Has difficulty engaging learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	• Engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. • Develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills. • Engages learners in questioning and challenging assumptions and approaches in order to foster	• Consistently engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. • Develops curriculum and instruction that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills. • Regularly engages learners in questioning and challenging assumptions and approaches in order

	Level 1	Level 2	Level 3	Level 4
		• Seldom facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	innovation and problem solving in local and global contexts. • Facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	to foster innovation and problem solving in local and global contexts. • Regularly facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
29. Varies role in the instructional process in relation to content purpose and learner need (In5c,8d,8i; T10,12)	• No evidence that skills and processes are modeled. • Models are unclear to students. • Does not facilitate learners' use of current tools and resources to maximize content learning in varied contexts. • Relies on direct instruction rather than varying his/her role in the instructional process.	• Demonstration or modeling of the desired skill or process is minimal. • Models are sometimes unclear to students. • Inconsistently facilitates learners' use of current tools and resources to maximize content learning in varied contexts. • Relies heavily on direct instruction rather than varying his/her role in the instructional process.	• Provides demonstrations and modeling of the desired skill or process that are clear and precise to students. • Facilitates learners' use of current tools and resources to maximize content learning in varied contexts. • Varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience).	• Demonstrations are clear and precise to students with anticipation and preemptive action to avoid possible students' misunderstanding. • Consistently facilitates learners' use of current tools and resources to maximize content learning in varied contexts. • Varies his/her role in the instructional process in relation to the content and purposes of instruction and the needs of learners.
30. Asks questions to stimulate discussion that serves different purposes (In5d; T9,13)	• All questions used are recall questions. • Does not use student response techniques to check for understanding. • Does not use wait time after voicing a question to the students for the purpose of monitoring student understanding. • Does not engage learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	• Most questions used are recall questions. • Seldom uses student response techniques to check for understanding. • Seldom uses wait time after voicing a question to the students for the purpose of monitoring student understanding. • Usually does not engage learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	• Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy. • Provides adequate wait time for student response and engagement. • Uses different types of student response techniques, both individual / group. Uses student response techniques to check for understanding. • Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence. Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question for the purpose of monitoring student understanding. • Engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	• Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy. • Skillfully uses wait time as a tool to engage students in active learning. • Routinely uses developmentally appropriate student response techniques to check for understanding. • Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question for the purpose of monitoring student understanding. • Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time. • Regularly engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

31. Uses a variety of methods (In3e; T10)	• Does not successfully use a variety of activities.	• Attempts, but does not successfully use a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.	• Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.	• Successfully uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences. The activities maximize student potential and most require significant cognitive challenge.
32. Uses technology effectively as part of teaching, learning, and assessment (In3g,4g,6i; T10)	• Technology is not included in the planning process to support instruction. • Does not promote responsible learner use of interactive technologies. • Does not seek to employ technology to support assessment practice.	• Technology is rarely included in the planning process to support instruction, and technology is not used on a regular basis as an instructional tool. • Occasionally promotes responsible learner use of interactive technologies. • Does not consistently seek to employ technology to support assessment practice.	• Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool. • Promotes responsible learner use of interactive technologies. • Seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.	• Technology is woven into / serves as a foundational base in the planning process to support instruction, and technology is used on a common-place basis as an instructional tool. • Promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. • Uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. • Continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.
33. Creates opportunities for students to learn, practice, and master literacy and communication skills including academic language (In2e,3h,4h,5e,5h,8h; T7)	• Literacy is not embedded into instructional lessons. • Instruction is not provided through text. • Does not incorporate strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency as needed. • Does not build learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills. • Does not create opportunities for students to learn, practice, and master academic language in their content. • Does not develop learners' communication skills by creating	• Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/speaking) is rarely embedded/woven into instructional lessons as a vehicle for learning the content and for demonstrating understanding. Rather, literacy is presented as a single, stand-alone skill. • Instruction is occasionally provided through text. • Sometimes incorporates strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency as needed. • Attempts to build learner capacity to collaborate in face-to-face and virtual environments through applying	• Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding. • As appropriate for the content area, instruction is provided through text. • Incorporates strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency as needed. • Builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.	• Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding. Its definition is expanded to include visual representations, expressions of ideas, making decisions and solving problems. • Instruction is routinely provided through text and teacher requires students to cite text to support answers. • Incorporates strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

	meaningful opportunities to employ a variety of forms of communication. • Does not use instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	effective interpersonal communication skills. • Some evidence of creating opportunities for students to learn, practice, and master academic language in their content. • Attempts to develop learners' communication skills by creating meaningful opportunities to employ a variety of forms of communication. • Occasionally uses instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	• Creates opportunities for students to learn, practice, and master academic language in their content. • Develops learners' communication skills by creating meaningful opportunities to employ a variety of forms of communication. • Uses instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	• Intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills. • Regularly creates opportunities for students to learn, practice, and master academic language in their content. • Develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes. • Develops and implements supports for learner literacy development across content areas. • Uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
34. Engages learners in multiple ways of demonstrating knowledge and skills (In1a, 6b,6e,6f,6g,8a; T5,13)	• No assessment tools are evident. • Lacks evidence of adjustments to instruction based on student responses. • No evidence that students are recognized for their progress and achievement. • Does not use feedback from students regarding their understanding. • Does not moves around the room while students are working on guided practice. Seldom uses student response techniques to check for understanding. • Does not use feedback from students regarding their understanding. • Does not use assessments to evaluate student learning and guide instruction. • Does not engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. • Does not balance the use of formative and summative assessment as	• Assessment tools are limited, unrelated to goals, or infrequent. • Minimal evidence of adjustments to instruction based on student responses. • There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic. • Seldom uses feedback from students regarding their understanding. • Seldom moves around the room (or moves only to same area) while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. • Seldom uses student response techniques to check for understanding. • Seldom uses feedback from students regarding their understanding. • Inconsistently uses assessments to evaluate student learning and guide instruction.	• Assessment of progress is ongoing. • Recognizes student progress and achievement at significant intervals and encourages learning behaviors that would result in student success. • When appropriate, moves to all areas of the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. • Uses different types of student response techniques, both individual / group. • Uses student response techniques to check for understanding. • Uses feedback from students regarding their understanding. • Consistently uses assessments to evaluate student learning and guide instruction. • Engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	• Assessment of progress is ongoing and informs instruction. • Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. • Immediately and adeptly uses immediate feedback concerning student's understanding. • Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. • Makes eye contact with all students often. • Routinely uses developmentally appropriate student response techniques to check for understanding. • Immediately and adeptly uses immediate feedback concerning student's understanding.

	appropriate to support, verify, and document learning.	• Rarely engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. • Has difficulty balancing the use of formative and summative assessment as appropriate to support, verify, and document learning.	• Balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	• Consistently uses assessments to evaluate student learning and guide and support differentiated instruction. • Minimizes sources of bias that can distort assessment results. • Regularly engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. • Regularly balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
35. Provides adequate and timely feedback to students (In6d,6s,6n; T5,13)	• Adequate feedback is not provided. • There is no evidence that students are recognized for their progress and achievement • Does not engage learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. • Does not use a variety of strategies for communicating effective descriptive feedback.	• Assessments provide delayed and inadequate feedback for students to assess themselves. • There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic. • Rarely engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. • Seldom uses a variety of strategies for communicating effective descriptive feedback.	• Provides adequate and timely feedback from assessment results for students to reflect and set goals. • Recognizes student progress and achievement at significant intervals and encourages learning behaviors that would result in student success. • Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. • Uses a variety of strategies for communicating effective descriptive feedback.	• Assessments provide useful and immediate feedback—separate and apart from grades—that assists students in assessing themselves in meeting their learning goals. • Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. • Regularly engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. • Regularly uses a variety of strategies for communicating effective descriptive feedback.
36. Uses information from student assessment to guide instruction (In4e,6c,6g,7d,8b,9c; T14)	• Does not monitors student involvement and makes some effort to adjust instructional plans to engage more students. • Inconsistently assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate without making adjustments as necessary. • There is little evidence that data is used from various assessments to modify instruction and guide intervention strategies. • Does not recognize learner misconceptions in a discipline that interfere with learning, and creates	• Inconsistently monitors student involvement and makes some effort to adjust instructional plans to engage more students. • Inconsistently assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate without making adjustments as necessary. • There is little evidence that data is used from various assessments to modify instruction and guide intervention strategies. • Does not recognize learner misconceptions in a discipline that interfere with learning, and creates	• Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students. • Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate and makes adjustments to lessons. • Reviews data from assessments to modify instruction and guide intervention strategies. • Recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. • Plans for instruction based on formative and summative assessment	• Is aware of student participation and smoothly makes appropriate adjustments to the lesson successfully accommodating student questions or interests. • Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate and restructures lessons to address various learning needs. • Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students. • Regularly recognizes learner misconceptions in a discipline that

	experiences to build accurate conceptual understanding. • Little evidence that instructional plans are based on formative and summative assessment data, prior learner knowledge, and learner interest.	experiences to build accurate conceptual understanding. • Little evidence that instructional plans are based on formative and summative assessment data, prior learner knowledge, and learner interest.	data, prior learner knowledge, and learner interest.	interfere with learning, and creates experiences to build accurate conceptual understanding. • Regularly plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
37. Students are engaged in active learning (In4c; T9)	• Students are not engaged in active learning during the lesson.	• Some students are not engaged in active learning during the lesson. • A few students dominate the lesson, or only a few students are engaged in the class. For example, typically calls only on students who raise their hands first or who blurt out answers.	• All students are engaged in active learning during the lesson. • Activities are structured to help all students learn. • Routinely uses strategies to ensure engagement of all students.	• Students are engaged in learning beyond paper/pencil during the lesson. • Routinely uses strategies to ensure engagement of all students.
38. Students are enthusiastic and interested in subject matter (In8c; T9)	• Students do not participate in activity. • Presentation is strictly lecture, paper/pencil, and lacks creativity. • Displays no knowledge of students' interests and skills. • Does not collaborate with learners to design and implement relevant learning experiences, identify their strengths.	• Does not participate in activity. • Presentation is strictly lecture, paper/pencil, and lacks creativity. • Displays little knowledge of students' interests and skills and rarely uses them as a strategy to engage them. • Rarely collaborate with learners to design and implement relevant learning experiences, identify their strengths.	• Students show high levels of involvement/engagement. • Students are on task and engaged in related activities and discussions. • Engages students by incorporating their general skills and interests into the lesson. • Collaborates with learners to design and implement relevant learning experiences, identify their strengths.	• Presentation is interactive and student–generated with guidance and teacher input. • Engages students by incorporating their individual skills and interests into the lesson. • Collaborates with individual learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
39. Students are engaged in higher order learning (In5f,8f,8g; T9)	• No activities require higher order thinking skills. • Questions used are recall questions. • Does not engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. • Does not engage learners in using technology tools to access, interpret, evaluate, and apply information. • Does not model and structure processes that guide learners in examining their own thinking and learning.	• Few activities require higher order thinking skills. • Most questions used are recall questions. • Rarely engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. • Does not consistently engage learners in using technology tools to access, interpret, evaluate, and apply information. • Seldom models and structure processes that guide learners in examining their own thinking and learning.	• Some activities require higher order thinking skills. • Students ask questions about content. • Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy. • Engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. • Engages learners in using technology tools to access, interpret, evaluate, and apply information. • Models and structures processes that guide learners in examining their own thinking and learning.	• Most activities require higher order thinking skills. • Students show increased interest in content. • Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy • Engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. • Engages learners in using a range of technology tools to access, interpret, evaluate, and apply information. • Models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.