

Instructional Practice Strand 1: Practice and Interactions

		1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
Instructional Practice Strand 1: Practice and Interactions	1.1 Lesson Progression and Pacing	Teacher rarely/never facilitates the progression of the lesson to support student understanding of the identified objective(s). Teacher moves the lesson at a pace that supports student understanding of the identified objective(s) in a limited capacity.	Teacher occasionally facilitates the progression of the lesson to support student understanding of the identified objective(s). Teacher moves the lesson at a pace that supports student understanding of the identified objective(s).	Teacher frequently facilitates the progression of the lesson to support student understanding and ownership of the identified objective(s). Teacher moves the lesson at a pace that supports student understanding of the identified objective(s).	Teacher consistently facilitates the progression of the lesson to support mastery and ownership of the identified objective(s). Teacher moves the lesson at a pace that supports mastery of the identified objective(s), and adjusts in real-time when needed.	Teacher consistently facilitates the progression of the lesson to support mastery and ownership of the objective(s) and beyond. Teacher moves the lesson at a pace that supports and extends beyond mastery of the identified objective(s), and adjusts in real-time when needed.
	1.2 Differentiation	Teacher rarely/never provides differentiated, instruction, including culturally relevant/responsive practices, in order to met the unique socio-cultural needs of all students.	Teacher occasionally provides differentiated, instruction, including culturally relevant/responsive practices, but teacher methods and techniques do not meet the unique socio-cultural needs of all students. Ensures most students have access to the lesson.	Teacher frequently provides differentiated, instruction, including culturally relevant/responsive practices, aligning methods and techniques to unique socio-cultural student needs to ensure all students have equitable access to the lesson at the appropriate level of rigor. Teacher frequently incorporates individual student needs (cognitive/developmental, social, emotional, cultural).	Teacher consistently differentiated, instruction, including culturally relevant/responsive practices, aligning methods and techniques to unique socio-cultural student needs to ensure all students have equitable access to the lesson at the appropriate level of rigor. Teacher consistently incorporates individual student needs (cognitive/developmental, social, emotional, cultural). Teacher ensures students are aware of their individual needs and guides them to take opportunities to challenge themselves.	Teacher creates structures so that differentiated, instruction, including culturally relevant/responsive practices, are provided and aligns methods and techniques to unique socio-cultural student needs to ensure all students have equitable access to the lesson at the appropriate level of rigor. Teacher systematically incorporates individual student needs (cognitive/developmental, social, emotional, cultural). Teacher ensures students are aware of their individual needs and independently take opportunities to challenge themselves. Teacher creates structures to ensure students' final products are indicative of their individual cognitive/developmental, social, emotional, and cultural needs.
	1.3 Student Engagement	Teacher takes few/no opportunities to solicit or incorporate multiple viewpoints and resources. Student participation and engagement is limited.	Teacher solicits or incorporates several viewpoints and resources. Some students are responsive to questions and participate in discussions when prompted. Students are periodically engaged in guided or independent instruction.	Teacher solicits and incorporates a variety of diverse viewpoints and resources. Students are responsive to and participate in discussions/activities when prompted. Students are actively engaged in guided or independent instruction.	Teacher consistently solicits and incorporates a variety of diverse viewpoints and resources. Students are responsive to and participate in questions, discussions, and/or activities. Students are actively engaged in guided or independent instruction.	Teacher creates structures in order to systematically solicit and incorporate a variety of diverse viewpoints and resources. Students are responsive to and participate in questions, discussions, and/or activities authentically through student-led dialogue. Students are actively engaged in guided or independent instruction that is relevant and meaningful to their lives and cultures.
	1.4 Student-Centered Learning	Teacher leads with few/no opportunities for students to apply their learning.	Teacher provides more direct instruction than student-centered learning but students have an opportunity to apply their learning	Teacher effectively provides an appropriate balance of direct instruction and student-centered learning. Teacher provides problem-solving opportunities that are relevant, meaningful, and aligned to objective(s). Teacher provides opportunities for students to take an active role during the lesson to develop conceptual understanding.	Teacher effectively provides an appropriate balance of direct instruction and student-centered learning. Teacher guides students to engage in problem-solving opportunities that are relevant, meaningful, and aligned to objective(s), with minimal teacher support. Teacher guides students to take an active role during the lesson to develop conceptual understanding.	Learning is predominately student-centered. Direct instruction is provided when appropriate. Teacher creates structures to engage students in problem-solving opportunities that are relevant, meaningful, and aligned to objective(s). Teacher creates structures for students to take an active role during the lesson to develop conceptual understanding.

Instructional Practice Strand 2: Standards and Alignment

Instructional Practice Strand 2: Standards and Alignment

	1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
2.1 Academic Expectations	<p>Teacher rarely/never communicates high expectations for academic achievement for all students.</p> <p>Teacher rarely/never uses tasks that are appropriate for diverse learners and relevant to students' prior understanding and real-world applications.</p>	<p>Teacher communicates high expectations for academic achievement for all students.</p> <p>Teacher occasionally uses aligned tasks that are appropriate for diverse learners and relevant to students' prior understanding and real-world applications.</p>	<p>Teacher communicates high expectations for academic achievement for all students.</p> <p>Teacher frequently uses aligned tasks that are appropriate for diverse learners and relevant to students' prior understanding and real-world applications.</p>	<p>Teacher communicates high expectations for academic achievement for all students.</p> <p>Teacher consistently uses a variety of aligned tasks that are appropriate for diverse learners and relevant to students' prior understanding and real-world applications.</p> <p>Teacher provides student choice in activities that focus students toward mastery of relevant standards and beyond.</p>	<p>Teacher communicates high expectations for academic achievement for all students.</p> <p>Teacher systematically uses a variety of aligned tasks that are appropriate for diverse learners and relevant to students' prior understanding and real-world applications.</p> <p>Teacher creates systems to ensure students know their levels and make choices in activities that focus students toward mastery of relevant standards and beyond.</p>
2.2 Lesson Objectives	<p>Teacher does not communicate the lesson objectives.</p>	<p>Teacher communicates the lesson objectives.</p> <p>Teacher explains why the lesson objectives are important and makes connections to the real world.</p>	<p>Teacher explicitly communicates objectives throughout the lesson.</p> <p>Teacher explains what students are learning, why it is important, and guides students to make connections to prior knowledge, real-world experiences, and/or their own lives.</p>	<p>Teacher explicitly communicates objectives throughout the lesson. Objectives and success criteria are posted.</p> <p>Teacher supports students to be able to clearly explain, in a developmentally appropriate way, what they are learning, why it is important, and how it connects to prior knowledge, real-world experiences, and/or their own lives.</p>	<p>Teacher explicitly communicates objectives throughout the lesson. Objectives and success criteria are posted.</p> <p>Students can clearly explain, in a developmentally appropriate way, what they are learning, why it is important, and how it connects to prior knowledge, real-world experiences, and/or their own lives.</p>
2.3 Intervention & Extension	<p>Teacher rarely/never provides relevant and aligned, targeted intervention, content delivery, and extension.</p> <p>Teacher rarely/never provides opportunities for students to engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding and real-world applications.</p>	<p>Teacher occasionally provides relevant and aligned, targeted intervention, content delivery, and extension.</p> <p>Teacher occasionally provides opportunities for students to engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding and real-world applications.</p>	<p>Teacher frequently provides relevant and aligned, targeted intervention, content delivery, and extension, for all students as needed.</p> <p>Teacher frequently provides opportunities for students to engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding and real-world applications.</p>	<p>Teacher consistently provides relevant and aligned, targeted intervention, content delivery, and extension, for all students as needed.</p> <p>Teacher supports students to engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding and real-world applications.</p>	<p>Teacher systematically provides relevant and aligned targeted intervention, content delivery, and extension, for all students as needed.</p> <p>Students initiate and engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding and real-world applications.</p>
2.4 Content-Specific Language	<p>Teacher uses inaccurate language and tools to convey critical information.</p>	<p>Teacher occasionally uses accurate language and tools to convey critical information.</p>	<p>Teacher frequently uses accurate, content-specific language and tools to convey critical information.</p> <p>Teacher directs students to use accurate, content specific language and tools.</p>	<p>Teacher consistently uses accurate, content-specific language and tools to convey critical information at a high level of rigor.</p> <p>Teacher guides students to use accurate, content specific language and tools.</p>	<p>Teacher systematically and effectively uses accurate, content-specific language and tools to convey critical information at a high level of rigor.</p> <p>Students independently use accurate, content specific language and tools.</p>

	<p>2.5 Student Misconceptions and Misunderstandings</p>	<p>Teacher conveys inaccurate content knowledge, or does not apply content knowledge, to address student misunderstandings and misconceptions.</p>	<p>Teacher applies content knowledge to accurately address student misunderstandings and misconceptions.</p>	<p>Teacher applies content knowledge to accurately address student misunderstandings and misconceptions and responds with appropriate scaffolding.</p>	<p>Teacher applies extensive content knowledge in order to proactively anticipate, plan for, and preemptively address common student misunderstandings and misconceptions.</p>	<p>Teacher applies extensive content knowledge in order to proactively anticipate, plan for, and preemptively address common student misunderstandings and misconceptions.</p> <p>Teacher addresses misconceptions to facilitate deeper learning and/or inspire further exploration and discovery.</p>
	<p>2.6 Anchors of Support and Student Work</p>	<p>Teacher rarely/never incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives.</p> <p>Student work and exemplars are not aligned to current objectives.</p>	<p>Teacher occasionally incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives.</p> <p>Teacher creates and directs student use of supports.</p> <p>Student work and exemplars are mostly aligned to current objectives.</p>	<p>Teacher frequently incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives.</p> <p>There is evidence of class collaboration in the creation of anchors of support and teacher directs student use of supports.</p> <p>Student work and exemplars are clearly aligned to current objectives.</p>	<p>Teacher consistently incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives.</p> <p>There is evidence of class collaboration in the creation of anchors of support and students engage with supports, with teacher guidance.</p> <p>Student work and exemplars are clearly aligned to current objectives.</p>	<p>Teacher consistently incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives.</p> <p>There is clear evidence of class collaboration in the creation of anchors of support and students independently engage with supports.</p> <p>Student work and exemplars are clearly aligned to current objectives and integrate and build on/reinforce prior or future learning.</p>

Instructional Practice Strand 3: Assessment and Feedback

		1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
Instructional Practice Strand 3: Assessment and Feedback	3.1 Checks for Understanding and Adjustment	<p>Teacher rarely/never checks for understanding through questioning, assessment, or academic feedback.</p> <p>Teacher rarely/never collects, analyzes, and reflects on student input in order to monitor and adjust instruction.</p> <p>Teacher rarely/never provides students developmentally appropriate access to their data in order to engage in self assessment, goal setting, and progress monitoring.</p>	<p>Teacher occasionally checks for understanding through questioning, assessment, or academic feedback.</p> <p>Teacher occasionally collects, analyzes, and reflects on student input in order to monitor and adjust instruction.</p> <p>Teacher occasionally provides students developmentally appropriate access to their data in order to engage in self assessment, goal setting, and progress monitoring.</p>	<p>Teacher frequently uses discreet and explicit checks for understanding through questioning, assessment, and academic feedback.</p> <p>Teacher frequently collects, analyzes, and reflects on student input in order to monitor and adjust instruction.</p> <p>Teacher frequently provides students developmentally appropriate access to their data in order to engage in self assessment, goal setting, and progress monitoring.</p>	<p>Teacher consistently uses discreet and explicit checks for understanding through questioning, assessment, and academic feedback.</p> <p>Teacher consistently collects, analyzes, and reflects on student input in order to monitor and adjust instruction to effectively respond to diverse student needs.</p> <p>Teacher consistently guides students to understand and apply their data in order to engage in self assessment, goal setting, and progress monitoring.</p>	<p>Teacher systematically uses discreet and explicit checks for understanding through questioning, assessment, and academic feedback.</p> <p>Teacher systematically collects, analyzes, and reflects on student input in order to monitor and adjust instruction to effectively respond to diverse student needs and ultimately increase academic growth.</p> <p>Teacher and students collaboratively apply their data in order to engage in self assessment, goal setting, and progress monitoring.</p>
	3.2 Questioning	<p>Teacher rarely/never asks questions or asks questions that do not support or align to the objectives of the lesson.</p> <p>Teacher rarely/never uses questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply and communicate.</p>	<p>Teacher occasionally asks and students answer questions that support understanding of the learning objective(s) and reteaches content when necessary.</p> <p>Teacher occasionally uses questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply and communicate.</p>	<p>Teacher frequently asks and students answer questions that support a deeper understanding of the learning objective(s) and reteaches content when necessary.</p> <p>Teacher frequently uses a variety of questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply and communicate.</p> <p>Teacher consistently provides problem-solving opportunities that are relevant and aligned to the learning objective(s).</p>	<p>Teacher asks and students answer questions at the creative, evaluative, and/or analysis levels that support mastery of and broader connections to the learning objective(s) and reteaches content when necessary.</p> <p>Teacher consistently uses a variety of questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply and communicate.</p> <p>Teacher consistently provides problem-solving opportunities that are relevant, aligned to the learning objective(s), meaningful to students' lives and culture, and have real-world applications.</p>	<p>Teacher consistently plans for, asks, and students answer questions at the creative, evaluative and/or analysis levels that support mastery of and broader connections to the learning objective(s) and reteaches content when necessary.</p> <p>Teacher systematically uses a variety of questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply and communicate.</p> <p>Teacher consistently provides problem-solving opportunities that are relevant, aligned to the learning objective(s), meaningful to students' lives and culture, and have real-world applications.</p> <p>Students engage in higher-order thinking both independently and with peers.</p>
	3.3 Feedback	<p>Teacher rarely/never provides relevant and timely feedback that affirms, clarifies, and advances the learning.</p>	<p>Teacher occasionally provides relevant and timely feedback that affirms, clarifies, and advances the learning.</p>	<p>Teacher frequently provides relevant and timely feedback that affirms, clarifies, and advances understanding/mastery of the learning objective(s).</p>	<p>Teacher consistently provides relevant and timely feedback that affirms, clarifies, and advances understanding/mastery of the learning objective(s).</p>	<p>Teacher systematically provides relevant and timely feedback that affirms, clarifies, and advances understanding/mastery of the learning objective(s).</p>

Instructional Practice Strand 4: Routines and Procedures						
	1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery	
Instructional Practice Strand 4: Routines and Procedures	4.1 Established Expectations	Teacher rarely/never provides needed support/reminders to apply established behavior expectations and/or behaviors.	Teacher frequently provides needed support/reminders to apply established behavior expectations and/or behaviors.	Teacher supports/reminds students to apply established behavior expectations and/or behaviors independently.	Teacher needs to provide minimal support for students to be able to apply established behavior expectations and/or behaviors independently.	Teacher creates structures to ensure students are self-directed , in a developmentally appropriate way, and apply established behavior expectations and/or behaviors.
	4.2 Shared Responsibility	Teacher rarely/never provides opportunities for students to share the responsibility for the maintenance of classroom expectations and an inclusive environment.	Teacher occasionally provides opportunities for students to share the responsibility for the maintenance of classroom expectations and an inclusive environment.	Teacher frequently provides opportunities for students to share the responsibility for the maintenance of classroom expectations and an inclusive environment .	Teacher and students share responsibility for the maintenance of classroom expectations and an inclusive environment with minimal teacher support .	Students demonstrate a sense of stewardship for the management of classroom expectations and maintaining an inclusive environment.
	4.3 Monitoring Behavior	Teacher rarely/never monitors behavior. Behavior consequences are inconsistent, inequitable, and/or do not align to the district standards/expectations.	Teacher occasionally monitors behavior. Behavior consequences are consistent, equitable and align to the district standards/expectations. Teacher occasionally uses strategies to focus or re-direct students when needed that are timely, specific, sensitive to individual needs, and respectful but may cause disruption to the lesson momentum.	Teacher frequently and subtly monitors behavior. Behavior consequences are consistent, equitable, aligned to the district expectation, and reflect students' social, emotional, and cognitive development . Teacher frequently uses strategies to focus or re-direct students when needed that are timely, specific, sensitive to individual needs, and respectful with little disruption to the lesson momentum.	Teacher consistently and subtly monitors behavior. Behavior consequences are consistent, equitable, aligned to the district expectation, and reflect students' social, emotional, and cognitive development. Teacher consistently uses strategies to focus or re-direct students when needed that are timely, specific, sensitive to individual needs, and respectful without disrupting the lesson momentum.	Teacher consistently and subtly monitors behavior. Behavior consequences are consistent, equitable, aligned to the district expectation, and reflect students' social, emotional, and cognitive development. Teacher systematically uses strategies to focus or re-direct students when needed that are timely, specific, sensitive to individual needs, respectful, proactive, and preventive without disrupting the lesson momentum.
	4.4 Acknowledgements	Teacher rarely/never reinforces positive behaviors in a way that meets district standards/expectations. Teacher rarely/never provides process-centered feedback for their accomplishments and efforts.	Teacher occasionally reinforces positive behaviors in a way that meets district standards/expectations. Teacher occasionally provides process-centered feedback for their accomplishments and efforts.	Teacher frequently reinforces positive behaviors in a way that meets district standards/expectations. Teacher frequently provides process-centered feedback to all students for their accomplishments and efforts. Teacher provides opportunities for students to self-reflect and acknowledge each other's accomplishments and efforts.	Teacher consistently reinforces positive behaviors in a way that meets district standards/expectations. Teacher consistently provides process-centered feedback to all students for their accomplishments and efforts. Teacher support needed is minimal for students to self-reflect and acknowledge each other's accomplishments and efforts.	Teacher systematically finds and reinforces specific positive behaviors in a way that meets district standards/expectations. Teacher and/or students are able to consistently provide process-centered feedback to students/peers for their accomplishments and efforts at a developmentally appropriate level. Teacher creates systems to ensure students independently self-reflect and acknowledge each other's accomplishments and efforts.
	4.5 Physical Environment	Teacher does not create a safe, accessible, and efficient physical environment that allows for transitions between learning activities.	Teacher creates a safe, accessible, and efficient physical environment that allows for transitions between learning activities.	Teacher creates a safe, accessible, and efficient physical environment that allows for transitions with minimal disruption between learning activities. Teacher directs students to transition in an orderly, efficient manner to maximize instructional time .	Teacher creates a safe, accessible, and efficient physical environment that allows for transitions with minimal disruption between learning activities. Teacher direction/reminders needed are minimal for students to transition in an orderly, efficient manner to maximize instructional time.	Teacher creates a safe, accessible, and efficient physical environment that allows for seamless transitions between learning activities. Teacher creates systems to ensure students independently transition in an orderly, efficient, and seamless manner to maximize instructional time.

Instructional Practice Strand 5: Classroom Climate and Culture

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		1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
5.1	Identity Safe Classrooms	Teacher rarely/never communicates and promotes an identity-safe classroom where all cultures, identities, developmental levels, languages, etc. are celebrated and sustained.	Teacher occasionally communicates and promotes an identity-safe classroom where all cultures, identities, developmental levels, languages, etc. are celebrated and sustained.	Teacher frequently communicates and promotes an identity-safe classroom where all cultures, identities, developmental levels, languages, etc. are celebrated and sustained. Teacher fosters mutual respect and collaboration that demonstrates empathy and promotes acceptance.	Teacher consistently promotes an identity-safe classroom where all cultures, identities, developmental levels, languages, etc. are celebrated and sustained. Teacher provides guidance in order for students to foster mutual respect and collaboration that demonstrates empathy and promotes acceptance.	Teacher systematically promotes an identity-safe classroom where all cultures, identities, developmental levels, languages, etc. are celebrated and sustained. Students lead a classroom where mutual respect and collaboration that demonstrate empathy and promote acceptance.
5.2	Diverse Learning Opportunities	Teacher rarely/never incorporates relevant, meaningful learning opportunities in order to create a positive classroom climate and culture.	Teacher occasionally incorporates relevant, meaningful learning opportunities in order to create a positive classroom climate and culture.	Teacher frequently incorporates relevant, meaningful learning opportunities based on students' interests and abilities in order to create a positive classroom climate and culture. Teacher incorporates students' cultural, linguistic, social emotional, and developmental diversity into learning opportunities, as appropriate.	Teacher consistently incorporates relevant, meaningful learning opportunities based on students' interests and abilities in order to create a positive classroom climate and culture. Teacher provides opportunities for students to incorporate their own cultural, linguistic, social emotional, and developmental diversity into learning opportunities.	Teacher systematically incorporates relevant, meaningful learning opportunities based on students' interests and abilities in order to create a positive classroom climate and culture. Teacher and students systematically incorporate students' cultural, linguistic, social emotional, and developmental diversity into learning opportunities.
5.3	Student Contributions	Teacher does not create a classroom climate that embraces all voices and ensures student contributions are heard, accepted, and valued.	Teacher creates a classroom climate that embraces all voices and ensures student contributions are heard, accepted, and valued.	Teacher creates a classroom climate that embraces all voices and ensures student contributions are heard, accepted, and valued. Teacher provides opportunities for students to contribute their opinions/ideas and value the contributions of their peers.	Teacher creates a classroom climate that embraces all voices and ensures student contributions are heard, accepted, and valued. Teacher guides students to contribute their opinions/ideas and value the contributions of their peers.	Teacher creates a classroom climate that embraces all voices and ensures student contributions are heard, accepted, and valued. Students take the initiative to contribute their opinions/ideas and value the contributions of their peers.

<p>5.4 Collaboration and Communication</p>	<p>Teacher rarely/never provide opportunities for students to collaborate using accountable talk.</p> <p>Teacher does not encourage students to communicate safely and effectively with the teacher and their peers.</p>	<p>Teacher occasionally provides opportunities for students to collaborate using accountable talk.</p> <p>Teacher encourages students to communicate safely and effectively with the teacher and their peers.</p>	<p>Teacher frequently provides opportunities for students to collaborate using accountable talk, with support from the teacher.</p> <p>Teacher establishes classroom practices that encourage students to communicate safely and effectively with the teacher and their peers using a variety of tools and methods.</p>	<p>Teacher support needed is minimal for students to collaborate using accountable talk.</p> <p>Teacher support needed is minimal for students to be able to communicate safely and effectively with the teacher and their peers using a variety of tools and methods.</p>	<p>Teacher creates systems to ensure students are independently collaborating using accountable talk in a developmentally appropriate way.</p> <p>Students independently communicate safely and effectively with the teacher and their peers using a variety of tools and methods in a developmentally appropriate way.</p>
<p>5.5 Growth Mindset</p>	<p>Teacher does not create an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks in order to cultivate a growth mindset in students.</p>	<p>Teacher creates an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks in order to cultivate a growth mindset in students.</p>	<p>Teacher creates an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks in order to cultivate a growth mindset in students.</p> <p>Teacher creates an environment where students are encouraged and feel safe to take risks and challenge themselves and each other.</p>	<p>Teacher creates an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks in order to cultivate a growth mindset in students.</p> <p>Teacher creates structures and guides students to feel safe to take risks and challenge themselves and each other.</p>	<p>Teacher creates an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks in order to cultivate a growth mindset in students.</p> <p>Teacher creates structures that lead students to feel safe and independently take risks and challenge themselves and each other.</p>

Accommodation:

Alteration of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. Accommodations change how a student learns or is tested without changing the learning goal.

Accountable Talk:

An intentional open-ended conversation where participants listen, add on to each other's comments, and use clarifying questions to make sure they are understanding what others are saying.

Actively Engaged:

Students are involved in the activities/learning in a way that encourages them to develop a deeper understanding of content by working with and reflecting upon the material being presented.

Anchors of Support:

Visual prompts that provide students with information regarding their prior learning on a given topic used to provide a scaffold to students during guided practice and independent work.

Beyond Mastery:

Occurs or continues after comprehensive knowledge or skill in a subject is accomplished.

Climate and Culture:

Climate is "the usual conditions" in a classroom, culture is "a way of thinking, behaving, or working." in the classroom. The goal is to have both a positive climate and a culture that define how students and teachers work together.

Co-Construct:

The collaboration of 3 elements that play a part of learning. The individual student, the learning environment, and the educator/s that are co-constructing the active learning. The creation of a partnership, developing a team for understanding, and encouraging teamwork and empathy building.

Cognitive Development:

How a person perceives, thinks, and gains understanding of his/her/their world through the interaction of genetic and learned factors. Information processing, intelligence, reasoning, language development, and memory.

Cognitive Level:

The learner's level of knowledge.

Consistently:

Typically, usually, with no or few exceptions.

Content Knowledge:

Content knowledge is a teachers' understanding of the subject matter taught. Pedagogical content knowledge is the knowledge needed to make that subject matter accessible to students.

Content-Specific Language:

Language used in a particular content area so that students learn in that content area while also acquiring relevant vocabulary and language skills, and also gaining access to a community that expects a particular form of communication.

Core Values:

Values we hold which form the foundation on which we perform work and conduct ourselves. The core values are the basic elements of how we go about our work. They are the practices we use (or should be using) every day in everything we do.

Cross-Curricular:

When you apply knowledge and principles to more than one academic discipline simultaneously. The disciplines may be related through a central theme, issue, problem, process, topic, or experience.

Cultural Competence:

A set of congruent behaviors, attitudes and policies that come together in a system, agency or among professionals to enable that system, agency or those professions to work effectively in cross-cultural situations. The word culture is used because it implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group. The word competence is used because it implies having the capacity to function effectively. Five essential elements contribute to a system's, institution's or agency's ability to become more culturally competent which include: valuing diversity, having the capacity for cultural self-assessment, being conscious of the dynamics inherent when cultures interact, having institutionalized culture knowledge, and having developed adaptations to service delivery reflecting an understanding of cultural diversity.

Culturally Responsive Pedagogy (Teaching Practices/Instruction):

The process of using familiar cultural information and processes to scaffold learning. Emphasizes communal orientation. Focused on relationships, cognitive scaffolding, and critical social awareness.

Developmental Levels:

The physical, mental, and emotional stages a child goes through as he/she/they grows and matures.

Developmentally Appropriate:

An approach to teaching that respects both the age and the individual needs of each child.

Differentiated Explanation:

Tailoring instruction/explanation to meet individual student needs.

Differentiated Instruction:

Actively plan for students' differences so that they can best learn. In a differentiated classroom, teachers divide time, resources, and efforts to effectively teach students who have various backgrounds, readiness and skill levels, and interests.

Disaggregated Data:

Disaggregated Data is data that has been divided into detailed sub-categories. Disaggregated data in the higher education space is often broken down into categories such as region, gender and ethnicity. It can reveal inequalities between different sub-categories that aggregated data cannot.

Diverse Learners:

Students of all abilities from racially, ethnically, culturally, and linguistically diverse backgrounds.

Diverse Materials:

Instructional materials representing a wide range of voices in the curriculum, for example literature from authors of color. Materials should expose students to a spectrum of multicultural and female experts, writers and artists to establish a cultural connection for your students.

Diverse Populations:

One or more of the following possible characteristics that differs from others: socioeconomic status, race, ethnicity, language, disabilities, and gender.

Diverse Student Needs:

Students behavioral, communicational, intellectual, learning, or physical characteristics or a combination of these characteristics.

Diverse Viewpoints:

Wide range of voices, perspectives and experiences.

Diversity:

Diversity is any dimension that can be used to differentiate groups and people from one another. Additionally, it can be viewed as empowering people by respecting and appreciating what makes them different, in terms of age, gender, ethnicity, religion, disability, sexual orientation, education, and national origin.

Enrichment:

helps students to become more engaged in their learning and retain more information. Enrichment programs are typically interactive and project focused, and challenge students to use old concepts in new ways, while bringing new concepts to light.

Equitable Classroom Behavior Agreements:

Classroom behavioral initiatives that account for issues such as cultural beliefs and biases that may reinforce inequity in discipline. Teachers apply cultural competence to classroom management, and to support family engagement.

Equitable Access:

Every student in any classroom should have the same opportunity to learn as any other student.

Equitable Practices:

Individual and organizational practices that build relationships and foster community, provide opportunities for equal access (to resources, support, opportunity, etc.), and contribute to equitable outcomes.

Equity:

Recognizing that people are not the same, but deserve access to the same outcomes. Equitable programs may make accommodations for differences so that the outcomes are the same for all individuals. Women and men receive equitable, not equal treatment in regard to parental benefits at work.

Educational Equity:

Educational equity means that each child receives what they need to develop to their full academic and social potential.

What working towards equity means:

Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor; Interrupting [Disrupting] inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and Discovering and cultivating the unique gifts, talents and interests that every human possesses.

Find more resources on the National Equity Project's website.

Ethics:

Moral principles that govern a person's behavior or conduct.

Exemplar:

A typical example or excellent model.

Extension:

An extension activity is an activity that extends the learning of the lesson. Extension activities can be done in small groups or by a single student. Extensions are leveled to fit the student. Students don't choose their extension activity like the enrichment project.

Family Involvement:

Involving any adult who is committed to the academic, social, emotional, and physical development/empowerment of a student. May include a parent, grandparent, aunt/uncle, neighbor, caregiver, etc.

Formal Assessment:

Systematic, pre-planned data-based tests that measure what and how well the students have learned.

Frequently:

Regularly, often, many times

Growth Mindset:

Belief that your talents can be developed, through hard work, good strategies, and input from others. When students believe they can get smarter, they understand that effort makes them stronger. Therefore they put in extra time and effort, and that leads to higher achievement.

High-Quality Instructional Materials:

Instructional materials that are aligned with the state, national or local standards, that are externally validated, comprehensive, and include engaging texts (books, multimedia, etc.), problems, and assessments.

Identity-Safe Classrooms:

Classrooms in which teachers strive to ensure students that their social identities are an asset rather than a barrier to success in the classroom. Acknowledging students' identities, rather than trying to be colorblind, can build the foundation for strong positive relationships.

Identities:

Usually defined by some physical, social, and mental characteristics of individuals. Examples of social identities are race/ethnicity, gender, social class/socioeconomic status, sexual orientation, (dis)abilities, and religion/religious beliefs.

Inclusion:

In the education industry, the term inclusion is often associated with special education. Inclusion is when a student with special learning and/or behavioral needs is educated full time in the general education program.

Inclusiveness:

Regarding concepts examining diversity, equity and inclusion (DEI) in education, a new push is being made to replace the word inclusion with inclusiveness. This is primarily to avoid confusion with the definition of inclusion associated with special education services. Ideally, the term inclusiveness would adopt the definition of inclusion, as it relates to DEI, which is organisational effort and/or practices in which different groups or individuals having different backgrounds are culturally and socially accepted, welcomed, and equally treated.

Inclusive Environment:

A setting that authentically brings traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power. An environment that encourages respect, understanding and acceptance; in which diversity is valued as an asset within the community.

Informal Assessment:

Spontaneous forms of assessment that can easily be incorporated in the day-to-day classroom activities and that measure the students' performance and progress.

Level of Rigor:

The complexity level of instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.

Limited Capacity:

The ability to do something for a specified period of time in a minimal, restricted manner.

Mastery:

When students have mastered a concept, have learned everything there is to know about it, and are ready to move on. Comprehensive knowledge or skill in a subject or accomplishment.

Measurable Goal:

A goal with specific criteria that measure your progress toward the accomplishment of the goal.

Misconception:

A conclusion that's wrong because it's based on faulty thinking or facts that are wrong.

Mission:

Defines the objectives and the approach planned to reach those objectives.

Misunderstanding:

To understand wrongly, to fail to understand or interpret rightly.

Modification:

To change the learning goal for an individual student. Modifications usually involve changing an assignment or objective in response to student needs.

Multimodal:

Multimodal means having or using a variety of modes or methods to do something. Multimodal is a general term that can be used in many different contexts. If a student has multiple learning styles (multimodal), the advantages gained through multiple learning strategies include the ability to learn more quickly and at a deeper level so that recall at a later date will be more successful. Using various modes of learning also improves attention span.

Multilingual:

A person who speaks more than two languages is called 'multilingual' (although the term 'bilingualism' can be used for both situations). It's possible for a person to know and use three, four, or even more languages fluently.

Multiple Contexts:

Providing learners multiple ways to apply their learning in new applications or situations in order to help their brains build increasing awareness of the concepts behind that new information.

Norms:

A standard or pattern, especially of social behavior, that is typical or expected of a group.

Occasionally:

Sometimes, from time to time, at infrequent intervals

Prior Understanding:

The information and educational context a learner already has before they learn new information, or how much the learner already knows about a given topic or related topics.

Learner-Centered Feedback:

Provides learners with guidance in evaluating their learning while supporting their learning commitments.

Professional Standards:

Define the nature and the quality of work of persons who practice that profession, in this case educators. They are created for and by the profession to guide professional practice and how practitioners are prepared, hired, developed, supervised and evaluated.

Rarely:

Not often, seldom.

Real World Application:

Provides concrete applications to knowledge and skills learned in the classroom as they relate to students themselves and society and encourage students to be aware of the choices they make and how they fit into a greater societal context.

Real World Experiences:

Existing or occurring in reality, drawn from or drawing on actual events or situations : real-life a real-world example.

Relevant and Aligned:

Closely connected, appropriate and updated components of an education system—such as standards, curricula, assessments, and instruction—work together to achieve desired goals.

Responsive:

Being responsive in a differentiated classroom connects the learner and the content in meaningful, respectful and effective ways and is grounded in the teacher's understanding of and connection with each student. Reacting quickly and positively to learning situations.

Scaffolding:

Breaking up the learning into chunks and providing a tool, or structure, with each chunk.

School Community:

Internal- students and staff

External- parents/families/caregivers and community stakeholders

Seamlessly:

Smoothly continuous or uniform in quality; combined in an inconspicuous way, with no apparent gaps between one part and the next.

Self-Selected:

Students choose for themselves.

Sense of Stewardship:

Feeling responsibility for the conducting, supervising, or managing of something, the careful and responsible management of something entrusted to one's care.

Social-Emotional Development:

How children start to understand who they are, what they are feeling and what to expect when interacting with others. It is the development of being able to form and sustain positive relationships, and experience, manage and express emotions.

Socio-Cultural:

relating to, or involving a combination of social and cultural factors.

Standards Based:

Systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education.

Standards Driven:

Starts with standards, grows from standards and ends with standards.

Student-Centered Learning:

A wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

Success Criteria:

A list of features that a teacher wants the children to include in their work during the course of a lesson. A way of making children aware of what is expected of them and encouraging them to extend themselves during the course of the lesson.

Sustainable Systems:

A system whose attributes stay within an acceptable range of states. These attributes vary with time and the patterns of variability within a system change in scale and complexity

Systematically:

Has a fixed system or plan, intentional structures in place, methodically

Targeted Intervention:

Planned, carefully considered interventions that occur when students do not meet the grade level expectations necessary for academic progress.

Timely Feedback:

Ensures that nothing is lost, that students can still apply what they've learned and take on suggestions to improve their understanding of a topic. Ideally, students receive it before they move onto their next assignment.

Transitions:

The periods of time when, under teacher direction, students move as a group. Transitions include all of those times when teachers ask students to form groups within the class, as well as the short amount of time that is required by the students to end one activity and prepare for the beginning of another.

Vision:

Describes the desired future position or goals.