

Name _____

Grade _____

Date _____



Components of Effective Teaching

Element	Level Of Performance				Notes
	Ineffective	Developing	Proficient	Exemplary	
Differentiation	<ul style="list-style-type: none"> Teacher rarely uses pre-assessment(s) to differentiate instruction. Course content, not individual learner needs, drives instruction, and lessons are designed for the whole class with little to no accommodations for learner differences. Lesson content, process and product is uniform throughout the lesson timeframe. 	<ul style="list-style-type: none"> Teacher sometimes uses pre-assessment(s) to differentiate instruction. Individual learner needs, and/or interests and aspirations are sometimes incorporated into the instructional process. Teacher sometimes differentiates, based on learner needs, by on content, process and/or product. 	<ul style="list-style-type: none"> Teacher regularly uses pre-assessment(s) to differentiate instruction. Instruction is often differentiated and personalized to incorporate individual student learning needs, and/or interests and aspirations. Teacher regularly differentiates, based on learner needs, by on content, process and/or product. 	<ul style="list-style-type: none"> Teacher consistently uses preassessment(s) to differentiate instruction. Teacher consistently differentiates and personalizes instruction to incorporate individual student learning needs, and/or interests and aspirations. Teacher consistently differentiates, based on learner needs, by on content, process and/or product. 	
Cognitive Engagement	<ul style="list-style-type: none"> Few or no learners are cognitively engaged. Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers. 	<ul style="list-style-type: none"> Some students are cognitively engaged and work purposefully and productively. Some learners are cognitively engaged. Students provide explanations or evidence of their thinking and respond to their peers' 	<ul style="list-style-type: none"> Students are cognitively engaged and work purposefully and productively. Most learners are cognitively engaged, constructing their own understanding 	<ul style="list-style-type: none"> Students are cognitively engaged and work purposefully and productively, sharing responsibility for achieving the outcomes of the lesson. Learners are 	

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Academic Rigor	<ul style="list-style-type: none"> Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions. Learning tasks include one assigned way for students to demonstrate their thinking. 	<ul style="list-style-type: none"> Students demonstrate their learning by completing tasks that require comprehension. There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content. Learning tasks include one or more assigned ways for students to demonstrate their thinking. 	<ul style="list-style-type: none"> Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others. 	<ul style="list-style-type: none"> Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content. Tasks include the opportunity for students to respond to content through inquiry and interpretation. Learning tasks allow students to self-select options to best represent their thinking. 	<ul style="list-style-type: none"> Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers. Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation. Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities. Learning tasks extend students' learning, inspiring them to pursue self-discovery

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Questioning	<ul style="list-style-type: none"> Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. 	<ul style="list-style-type: none"> Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite to thoughtful response. 	<ul style="list-style-type: none"> Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. 	<ul style="list-style-type: none"> Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Feedback	<ul style="list-style-type: none"> Teacher's feedback to students is of poor quality and not provided in a timely manner. 	<ul style="list-style-type: none"> Teacher's feedback to students is uneven, and its timeliness is inconsistent. 	<ul style="list-style-type: none"> Teacher's feedback to students is timely and of consistently high quality. 	<ul style="list-style-type: none"> Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Differentiation: "Differentiated classrooms support students who learn in different ways and at different rates and who bring to school different talents and interests. More significantly, such classrooms work better for a wide range of students than do one-size-fits-all settings." C.A. Tomlinson			Cognitive Engagement: The quality of students' psychological engagement in academic tasks, including their interest, ownership, and strategies for learning. <i>...just because students appear to be working on the task at hand does not mean they are learning.</i> -Corwin	
Academic Rigor: "...creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels." Barbara R. Blackburn, Ph.D.			Effective Questioning: Questioning is the basic building block of assessment. Questioning is used to gauge prior learning, to check for understanding, to elicit evidence, to monitor individual performance, and to encourage whole-class groups to share their insights and learn from one another. <i>Glen Pearsall</i>	
Feedback: "...Feedback is only successful if students use it to improve their performance." Dylan William "...how we are doing in our efforts to reach our goal." ASCD Educational Leadership 'Goal-referenced, tangible and transparent, actionable, user-friendly, timely, ongoing, consistent.'" -Grant Wiggins				