

Explicit Instruction Rubric Manual

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Explicit Instruction Rubric

Overview:

Explicit instruction is a structured, systematic, and direct teaching approach that includes both instructional design and delivery procedures based on research studies relating to effective teaching practices (Archer, & Hughes, 2011). With explicit instruction, the teacher clearly states to the student the learning goals and rationale for learning the new skill or strategy, provides clear explanations and demonstrations of the learning goals, and systematically withdraws support as students move toward independent performance (Archer, & Hughes, 2011). Explicit instruction is also characterized by elements such as focusing on instruction on critical content, providing guided and supported practice, monitoring student performance closely, providing immediate affirmative and corrective feedback, etc. (Archer, & Hughes, 2011).

Based on the main ideas of Explicit Instruction, the Explicit Instruction Rubric (EIR) was designed for use by supervisors and administrators to reliably evaluate explicit instructional practice, to provide specific, accurate, and actionable feedback to special education teachers about the quality of their explicit instruction, and ultimately, improve the outcomes for students with disabilities. The purpose of this manual is to provide technical information for implementing the EIR rubric as a tool for evaluation and feedback.

This rubric includes seven components including:

1) Identifying and Communicating Goals, 2) Alignment, 3) Teaching Procedures, 4) Guided Practice, 5) Pacing, 6) Engagement, and 7) Monitoring and Feedback.

Under these seven components, there are 25 items. For each item, there are five levels of implementation. Observing either live or from video, the observer assigns a rating based on a scale that ranges from **Implemented** to **Not Implemented**. The rater selects one score from among the following choices:

3--Implemented, meaning the teacher's performance aligns with the descriptor,

2+

2--Partially Implemented, meaning the teacher's instruction reflects this item but there are flaws or missing components in the way in which it is implemented,

2-

1--Not Implemented, meaning the item is either implemented poorly or should have been observed but is not, and **Not Applicable (N/A)**, a category that recognizes that given the lesson context and what is taught in previous lessons, not every item will be observed across every observation.

Preparation for the Observation

There are several materials you will need in order to use the EIR to conduct the observations. First, you should ensure you have everything you need to conduct the observation including pencils, a clipboard (or something hard to write on), and a copy of EIR. The EIR is your scoring form and your note-taking space. Use the margins and the backs of pages to write notes of the things you observe that help you determine what ratings to assign. The notes will be also useful when you need to provide feedback to the teacher.

Understanding the EIR Structure

There are 25 items in this rubric. Each item is listed in a table below with an explanation and description of the intention of the item to help clarify its meaning. Each item has five levels of implementation. Descriptors are given for high, middle, and low levels of implementation. Examples are included to help you interpret the meaning of the different implementation levels. You should consider these descriptions and examples as you determine the implementation level for each item.

Assigning Rating on EIR

The EIR rating scale includes a score of: **1) “Not Implemented,” 2) “Partially Implemented,” and 3) “Implemented,”**. The “Partially Implemented” category is further divided to allow for assigning a **2-**, a **2**, or a **2+**, to indicate the degree to which the item is partially implemented. A **2-** indicates a very low level of partial implementation, whereas a **2+** can be used in cases where the item is almost fully implemented but not quite.

Observing either live or from video, you assign a rating on the basis of the observations. Assign a rating that comes closest to describing the observation even if not an exact match. For each item, assign a single rating, unless it is N/A.

Because the duration of a class may be 40 minutes or more, it is helpful to note whatever is observed, even at a low level. Then if a higher level item implementation makes the previous item inaccurate, the previous choice can simply be changed. This is especially useful when some items need to be observed throughout the whole lesson. For example, after observing the teacher “allows adequate time for students to think or respond,” the observer should check ‘Partially Implemented’, but if the teacher continues to allow adequate time for students to think or respond in that way until the end of the lesson, ‘Partially Implemented’ should be crossed out and a higher level of item implementation is checked.

Description of EIR

Component 1: Identifying and communicating objectives

The purpose of this section is to name practices that are important in establishing a purpose for instruction that is clearly communicated to students. First, objectives should be specific and observable. Another important characteristic is that the objectives of the lesson are critical skills appropriate for intervention for students with learning disabilities. A critical skill is one that is important or is a prerequisite for another important skill.

Elements of Component 1 are:

Item 1- The goals of the lesson are clearly communicated to the students.

Item 2- The stated goal(s) is/are specific.

Item 3- The teacher clearly explains the relevance of the stated goal to the students.

Component 2: Alignment

Instruction throughout the lesson should remain aligned to the objective in order for students to gain from the intervention. This maintains the intensity of the instruction and reduces the cognitive load. Strategies, procedures, examples, and practice opportunities should align with one another and with the stated objective.

Elements of Component 2 are:

Item 4- Instruction is completely aligned to the stated or implied goal.

Item 5- All of the examples or materials selected are aligned to the stated or implied goal.

Item 6- Examples or materials selected are aligned to the instructional level of most or all of the students.

Component 3: Teaching Procedures

This refers to the procedures the teacher uses to present material to students. Instruction must be presented with explanations and/or demonstrations that are understood by the students. Also, instruction should be focused on the development of one idea, strategy, skill or procedure at a time.

Elements of Component 3 are:

Item 7- The teacher effectively reviews prior skills and/or engages background knowledge before beginning instruction.

Item 8- The teacher provides clear demonstrations of proficient performance.

Item 9- The teacher provides an adequate number of demonstrations given the nature and complexity of the skill or task.

Item 10- The teacher uses language that is clear, precise, and accurate throughout the lesson.

Item 11- Scaffolding is provided when it is needed to facilitate learning.

Item 12- Complex skills or strategies are broken down into logical instructional units, to address cognitive overload, processing demands, or working memory.

Component 4: Guided Practice

Students with disabilities benefit from extensive practice. This section addresses the qualities of guided practice that helps ensure students' success.

Elements of Component 4 are:

Item 13- The teacher systematically withdraws support as the students move toward independent use of the skills.

Item 14- Guided practice is focused on the application of skills or strategies related to the stated or implied goal.

Item 15- The teacher consistently prompts students to apply skills or strategies throughout guided practice.

Component 5: Pacing

This section addresses evidence of teachers planning and responsiveness to providing instruction to students at a pace that is appropriate.

Elements of Component 5 are:

Item 16- The teacher maintains an appropriate pace throughout the lesson.

Item 17- The teacher allows adequate time for students to think or respond throughout the lesson.

Item 18- The teacher maintains focus on the stated or implied goal throughout the lesson.

Component 6: Engagement

This section focuses on how the teacher maintains students' involvement in the learning process.

Elements of Component 6 are:

Item 19- The teacher provides frequent opportunities for students to engage or respond during the lesson.

Item 20- There are structured and predictable instructional routines throughout the lesson.

Item 21- The teacher monitors students to ensure they remain engaged.

Component 7: Monitoring and Feedback

This section focuses on evidence-based practices for monitoring students' learning and addressing their needs. It also focuses on the way feedback is provided to students.

Elements of Component 7 are:

Item 22- The teacher consistently checks for understanding throughout the lesson.

Item 23- The teacher provides timely feedback throughout the lesson.

Item 24- Feedback is specific and informative throughout the lesson.

Item 25- The teacher makes adjustments to instruction as needed based on the student responses.

Psychometric Properties

The Explicit Instruction rubric has been developed through a rigorous process to ensure that it is a valid and reliable instrument. To ensure content validity, it has been reviewed by content experts in the field. Additionally, each item included within the rubric comes from an analysis of the existing research establishing explicit instruction as an effective practice for students with high incidence disabilities.

In a recent g-theory analysis of the EI rubric, our reported reliability coefficient was .71, which is consistent with recommended reliability levels for observation instruments (Crawford, Johnson, Moylan, & Zheng, under review). Additionally, a Multi-Faceted Rasch (MFR) analysis showed strong fit statistics for each facet (item, teacher, rater, lesson) of the EI rubric. The psychometric reliability of items and teacher ability measures is also supported by high reliability and separation statistics (Johnson,

Crawford, Moylan, & Zheng, under review). That is, the RESET EI rubric reliably divided the items and teachers into statistically different strata, indicating the sensitivity of the instrument (Wright & Stone, 1999).

Key Terms on EIR

“Consistently” means every time the opportunity arises, the teacher responds in the same or an appropriately similar way. It is different from continuously.

“Effectively” means adequate to accomplish a purpose or produce intended or expected results.

“Adequate” means as much or as good or as necessary to accomplish a purpose or produce intended or expected results.

“Frequently” means regularly or often.

Item 1: The goals of the lesson are clearly communicated to the students.

This item examines whether students are provided with a clear statement of what is to be learned and what students are expected to be able to do by the end of the class. The goals may be communicated in various ways (e.g., stated, written on the board, read aloud by a student, etc.), but they should be presented in a manner that is appropriate for the students.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>The goals of the lesson are clearly communicated to the students.</p>	<p>The goals of the lesson are not clearly communicated to the students.</p>	<p>The goals of the lesson are not communicated to the students.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher says, “Today you will use a story map to organize the parts of the story while we read and then use the story map to summarize the story at the end.” ● The teacher says, “Our goal for today (pointing to board where it is written) is ‘I’ll determine the theme of a story. I know I can do this by answering the questions through today’s meet.com.’” ● The teacher says, “Today’s I CAN statement is: I can add fractions with unlike denominators using a number line.” 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher says, “We are going start to learn about fraction equivalence using linear models.” This is not student friendly language. ● Several goals are read from the teacher’s manual in rapid succession. The wording of the goals is appropriate for the teacher, but not the students. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher says, “It is math time,” at the beginning of the class. ● The teacher has a goal of “Adding fractions with like denominators” written on the board, but the teacher does not state it, ask students to read it, or direct their attention to it.

Item 2-The stated goal(s) is/are specific.

This item assesses the degree of specificity in the stated goal. This item is focused on whether the stated goal has adequate details to focus on.

Implemented-3	Partially Implemented-2	Not Implemented-1
The stated goal(s) is/are specific.	The stated goal(s) is/are broad or vague.	There is no stated goal.
Examples: <ul style="list-style-type: none">• The teacher says, “Today we are going to learn how to multiply two-digit numbers by one-digit numbers.”• Today we will break big words into syllables and then blend them together to read them as a whole word.• Today we will read a passage and identify the main idea and three details that support the main idea.	Examples: <ul style="list-style-type: none">• “Today we will practice our words and then read a story.”• The goal on the board is: “practice word problems.”	Example: <ul style="list-style-type: none">• No goal is stated or written.

Item 3-The teacher clearly explains the relevance of the stated goal to the students.

This item assesses whether the teacher explains to students the value of the stated goal to their overall course of study or to their lives. For example, the teacher explains to students how the goal of the day will help prepare them for learning subsequent skills or courses.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>The teacher clearly explains the relevance of the stated goal to the students.</p>	<p>The teacher tries to explain the relevance of the stated goal to the students, but the explanation is unclear or lacks detail.</p>	<p>The teacher does not explain the relevance of the stated goal to the students.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher says, “We are going to practice skip counting on a number line--a good strategy when you cannot come up with the answer for a multiplication fact.” ● The teacher says, “Big words often carry much of the meaning in a passage, if you skip them you will not understand what you are reading, so this strategy will help you be able to read bigger words.” 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher says that this lesson on addition will help when we get to subtraction. ● The teacher says, “You need to practice reading big words so you can get better at them.” 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher begins a lesson on equivalent fractions without any explanation for why we would want to find equivalent fractions.

Item 4-Instruction is completely aligned to the stated or implied goal.

This item examines whether all steps in the instructional process are aligned with the stated or implied goal (i.e., review, demonstrations, explanations, practice, student activities, etc.). Both steps that are present and possible gaps in the alignment of instruction toward achieving the goal are to be considered.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>Instruction is completely aligned to the stated or implied goal.</p>	<p>Instruction is partially or loosely aligned to the stated or implied goal.</p>	<p>Instruction is not aligned to the stated or implied goal.</p>
<p>Examples:</p> <ul style="list-style-type: none"> • Each step of the lesson is focused on the goal of using a strategy to decode and read multi-syllable words. The teacher provides instruction and practice in the application of a six step process with consistent focus on the goal and all steps of the strategy. • <u>The teacher does not state a goal</u>, but it can be inferred that the goal is to read a passage and identify the main idea.. Instruction is completely aligned with this “implied” goal (modeling, discussion, guided reading, follow up activities all lead to this final outcome). • The teacher clearly states the goal “Today we will use the CUBE strategy to solve word problems.” All instruction is directly aligned to learning and applying the strategy. 	<p>Examples:</p> <ul style="list-style-type: none"> • The steps in instruction that are present align with the goal to decode multi-syllable words using a strategy, but the final step of reading the words as a whole word is missing. (<i>There is a gap in alignment.</i>) • <u>The teacher does not state a goal</u>, but it can be inferred that the goal is to read a passage and identify the main idea. Students read the passage and talk about main idea at the end. But, questioning and discussion are loosely aligned. There is not a systematic progression that builds to support identifying main idea. • The teacher clearly states the goal “Today we will use the CUBE strategy to solve word problems”. The teacher explains the strategy and students work on solving word problems, but instruction does not remain focused on the specific strategy throughout the lesson. 	<p>Examples:</p> <ul style="list-style-type: none"> • The stated goal was to use a strategy to decode multi-syllabic words, but students read word lists and a passage, with no application or practice of the strategy. • <u>The teacher does not state a goal</u> and the lack of alignment does not allow for the identification of an implied goal. • The teacher clearly states the goal “Today we will use the CUBE strategy to solve word problems”. The teacher points to the strategy chart, students work on word problems, fact practice and some long division review. Instruction does not address the strategy after it is first mentioned and students are not prompted to apply the strategy.

Item 5-All of the examples or materials selected are aligned to the stated or implied goal.

This item examines whether the examples or materials used in the lesson directly support and connect to the intended goal. Both examples and materials are considered in this item. The following lists provide some ways that materials and examples may appear in a lesson. Examples: models of proficient performance, stories or situations, displays, pictures, drawings, models, problems. Materials: books, passages, word lists, graphic organizers, manipulatives, assignments, equipment.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>All of the examples or materials selected are aligned to the stated or implied goal.</p>	<p>Some of the examples or materials are aligned to the stated or implied goal; OR examples and materials are somewhat aligned to the stated or implied goal.</p>	<p>Examples or materials selected are not aligned to the stated or implied goal.</p>
<p>Examples:</p> <ul style="list-style-type: none"> • The lesson goal, “Identify equivalent fractions using tape diagrams.” All materials and examples remain consistent with equivalent fractions and tape diagrams including practice materials. The tape diagram examples are prepared in advance to accurately show equivalence. • The goal is to learn a strategy for identifying main idea and details. The teacher selects a passage that has a predictable pattern with a clear main idea and supporting details. It is short enough to maintain focus on the goal. 	<p>Examples:</p> <ul style="list-style-type: none"> • The lesson goal, “Identify equivalent fractions using tape diagrams.” The teacher uses examples that are both circles and tape diagrams. The students practice using individual tape diagrams. • The goal is to learn a strategy for identifying main idea and details. The teacher selects a passage that has a clear main idea and details. A KWL graphic organizer is used that does not link directly back to the goal of main idea and detail. 	<p>Examples:</p> <ul style="list-style-type: none"> • The lesson goal, “Identify equivalent fractions using tape diagrams.” The teacher uses examples that are circles, rectangles and squares. The examples do not accurately represent equivalence. The guided practice assignment is a fraction worksheet, but not directly related to equivalent fractions. • The goal is to learn a strategy for identifying main idea and details. The teacher selects a passage that contains multiple ideas that are confusing for the students and is too long for the students to maintain a focus on learning the strategy. Materials do not support the goal.

Item 6-Examples or materials selected are aligned to the instructional level of most or all of the students.

This item assesses whether the example or materials chosen are appropriate for the student's instructional level. Appropriate means that the examples or materials are not too easy or too difficult and that students appear to have the prerequisite skills necessary to be successful.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>Examples or materials selected are aligned to the instructional level of most or all of the students.</p>	<p>Examples or materials selected are aligned to the instructional level of some of the students.</p>	<p>Examples or materials selected are not aligned to the instructional level of most students.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● Students read the text fluently and are able to apply decoding skills practiced prior to reading the decodable text. Students are able to make appropriate inferences and recall basic elements of the story (not too easy or too hard). ● Students are experiencing difficulty with combining equations. The teacher provides examples using pictures that are not yet attached to the symbols in order to develop understanding. ● Students are successful with applying the target strategy to the examples provided during guided practice with some appropriate prompting and support. 	<p>Examples:</p> <ul style="list-style-type: none"> ● Students are reading from the same text and take turns reading. Students appear to have a range of ability; some of the students struggle to read when it is their turn and require more support while others appear to be reading at the appropriate level for the materials. ● Students are provided with the same guided practice problems when it would have been beneficial to individualize and provide a more challenging problem for some of the students. ● Some students experience difficulty with applying the target strategy and do not appear ready for guided practice with the chosen materials. 	<p>Examples:</p> <ul style="list-style-type: none"> ● After multiple times reading the story the students continue to make significant decoding errors and most are unable to consistently answer comprehension questions. ● Students are given a number line to support addition and subtraction, but do not demonstrate the prerequisite skills necessary to effectively use the number line. ● The lesson appears above most students' instructional level. It doesn't appear students have a strong understanding of fractional parts of a set, partitioning a quantity into different sized pieces, or fraction number sense--all of which would be prerequisite skills for this complex topic.

Item 7-The teacher effectively reviews prior skills and/or engages background knowledge before beginning instruction.

This item examines how effectively the teacher connects to what students already know prior to beginning instruction. The teacher provides a focused and intentional review of prior skills that are relevant to the learning goal(s), and/or engages background knowledge for students to connect to throughout the learning process.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>The teacher effectively reviews prior skills and/or engages background knowledge before beginning instruction.</p>	<p>The teacher reviews prior skills and/or engages background knowledge before beginning instruction, but not effectively.</p>	<p>The teacher does not review prior skills and/or engage background knowledge before beginning instruction.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● The strategy for decoding big words is reviewed prior to practice. The teacher and students read steps off the prompt card and reviews the procedure with an example. ● Prior to reading a passage on whales, the teacher engages background knowledge by doing a brief text preview, and then students discuss what they know and want to learn using a KWL. ● Prior to beginning a lesson on adding fractions with like denominators on a number line, the teacher reviews locating fractions on a number line. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher says, “Remember we are using our strategy to read words with more than one syllable.” The teacher does not review the steps of the strategy. ● Students are asked, “What did we read about yesterday?” without scaffolding to support a productive discussion. ● Prior to beginning a lesson on adding fractions with like denominators on a number line, the teacher reviews the meaning of numerator and denominator. For this lesson, a review of locating fractions on a number line would have been more beneficial. 	<p>Examples</p> <ul style="list-style-type: none"> ● The teacher begins the practice with decoding multi-syllable words without reviewing the steps of the decoding strategy. ● Students begin reading the passage by reading the title and taking turns reading each paragraph. The teacher does not engage background knowledge about the topic prior to reading. ● The teacher reviews numerator and denominator after instruction has begun and students are demonstrating difficulty with the concept.

Item 8-The teacher provides clear demonstrations of proficient performance.

This item focuses on whether and how well the teacher demonstrates the target skill or strategy for the students. The demonstration should clearly show the students what the skill or strategy looks like when it is performed proficiently.

Implemented-3	Partially Implemented-2	Not Implemented-1
The teacher provides clear demonstrations of proficient performance.	The teacher does not provide clear demonstrations of proficient performance.	The teacher does not provide any demonstrations of proficient performance.
<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher clearly models each step in identifying prefix, suffix, vowel sound, looping and blending to read the whole word. ● The teacher demonstrates how to use a note taking strategy to map out elements of a story or passage. ● The teacher models how to add 2 digit numbers with regrouping with several examples. ● Students can be engaged in providing demonstrations if they have adequate background knowledge or proficiency in the skill. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher models blending the whole word, but does not explicitly show the sequence of steps (identify prefix, suffix, vowel, loop). ● The teacher models taking notes, but does not clearly connect the modeling to concrete, sequential steps or use think aloud to help students understand thought processes. ● The teacher solves 2 digit addition problems but does not intentionally explain the process in a way that students can follow. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher has students unsuccessfully blend words without modeling first. ● The teacher asks students to take notes without providing a demonstration of the strategy. ● The teacher provides a complicated verbal explanation, that is not supported by a visual model for rounding numbers.

Item 9- The teacher provides an adequate number of demonstrations given the nature and complexity of the skill or task.

This item assesses the amount of demonstrations provided by the teacher to students. The total number of demonstrations does not matter. The number depends on the nature and complexity of the skill or task.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>The teacher provides an adequate number of demonstrations given the nature and complexity of the skill or task.</p>	<p>The teacher does not provide an adequate number of demonstrations given the nature and complexity of the skill or task.</p>	<p>The teacher does not provide demonstrations.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● When teaching students how to add fractions with unlike denominators, the teacher provides several examples using a range of numbers and problems for students. ● When learning to decode multi-syllabic words, the teacher includes a variety of words to include different syllable types for students. 	<p>Examples:</p> <ul style="list-style-type: none"> ● When teaching students to add fractions with unlike denominators, the teacher always uses the same set of denominators - (e.g. $\frac{1}{2} + \frac{1}{4}$ then $\frac{1}{2} + \frac{2}{4}$). ● When teaching students to decode multi-syllabic words, she demonstrates with only one word, and students do not seem to fully understand how to identify the different syllables. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher asks students to add fractions with unlike denominators, but does not demonstrate how to do it, ● The teacher puts a list of multi-syllabic words on the board, but does not support students' decoding.

Item 10-The teacher uses language that is clear, precise, and accurate throughout the lesson.

This item focuses on the language used by the teacher during the instruction. The teacher uses unambiguous wording and terminology based on the students’ receptive vocabulary to reduce possible confusion. The teacher uses appropriate academic language.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>The teacher uses language that is clear, precise, and accurate throughout the lesson.</p>	<p>The teacher uses language that is not always clear, precise, and accurate.</p>	<p>The teacher uses language that is confusing, unclear, imprecise, or inaccurate throughout the lesson.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● In response to a student, the teacher says, “Yes, we are doing ‘timesing’. In math, the name for ‘timesing’ is ‘multiplying’.” The teacher continues to use the word “multiplying” and reminds student of the term when they use “timesing.” ● The teacher describes “climate” as the patterns that occur every year in the weather in a particular place. She distinguishes a desert climate from a temperate climate. ● The teacher uses the phrase “three-fourths” rather than “three out of four” as appropriate. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher asks students to put a star next to their prediction in the text when it is more accurate to ask them to put a star next to the evidence in the text. ● The teacher expands on one of the words in the story, but the meanings of other words are left unexplained. ● The teacher talks about “small number, small number, and big number.” Sometimes this is clear given the context. Other times it is not. For instance, starting a new problem with, “Is 72 a big number or small number?” without a comparison. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher discusses fractions with inconsistent and imprecise language, switching between terms without clarifying meaning: parts, pieces, whole, size of whole, size of parts, etc. ● The teacher says, “He’s not making a metaphor. He’s speaking blatantly, truthfully.” Students appear to remain confused. ● The teacher says, “You don’t have to give me every sound, just the other sound.” Students remain unsure how to respond.

Item 11-Scaffolding is provided when it is needed to facilitate learning.

This item examines whether the teacher provides support to students to help them learn a skill, a concept or finish a task. This item emphasizes that the teacher provides scaffolding in response to students needs. Scaffolding can take many forms. Examples include, but are not limited to, simplified problems, modeling, thinking aloud, prompts, questions that serve as guidance, tools such as cue cards and checklists, sentence stems, structures to organizing thinking or follow along, visual prompts or cues, etc.

Implemented-3	Partially Implemented-2	Not Implemented-1
Scaffolding is provided when it is needed to facilitate learning.	Some scaffolding is provided, but more is needed to facilitate learning.	Scaffolding is needed, but no scaffolding is provided to facilitate learning.
<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher transitions from decoding work to reading connected text by having students highlight the target words in the text prior to reading them in context. ● In a vocabulary lesson the teacher provides a student-friendly explanation and illustrates meaning with examples and non-examples. ● Students are provided with an acronym to support application of steps for solving word problems. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher effectively provides scaffolding for students by reading with students to support fluency. However, scaffolding is needed for finding the main idea, and it is not provided. ● Cues are present, but they are not applied consistently. ● A visual model is placed on the board to support students' ability to decompose fractions. However, the features of the model are not explicitly explained to students. 	<p>Examples:</p> <ul style="list-style-type: none"> ● Scaffolding is needed to support finding main idea and details. The teacher has students number paragraphs, but then it is not used to facilitate finding main idea. ● The teacher pauses occasionally to ask students to put their finger on the next sentence. Students are unable to locate their place. ● The teacher repeatedly reminds students, "Don't forget your equation," but does not provide a checklist or any supports for students to remember the requirements.

Item 12-Complex skills or strategies are broken down into logical instructional units, to address cognitive overload, processing demands, or working memory.

This item assesses whether the teacher segments complex skills or strategies into manageable and logical instructional units or steps to address cognitive overloading, processing demands and the capacity of students' working memory. Breaking down complex skills (e.g., multistep strategy, complex math concept, steps in the writing process, reading a passage) into smaller steps is a form of scaffolding, once mastered, units are synthesized or practiced as a whole. (see item 13 for systematic withdrawal of support)

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>Complex skills or strategies are broken down into logical instructional units to address cognitive overload, processing demands, or working memory.</p>	<p>Complex skills or strategies are not effectively broken down to address cognitive overload, processing demands, or working memory.</p>	<p>Complex skills and strategies are not broken down as needed into logical instructional units to address cognitive overload, processing demands, or working memory.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher systematically stops at the end of each paragraph in the passage and prompts students to summarize, providing support as needed. ● The teacher guides students to use a graphic organizer to connect concepts and ideas about the topic. ● Students apply a step by step strategy to write a well constructed paragraph. ● The teacher consistently and systematically guides students through a multi-step procedure for solving word problems. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher attempts to break the concept into manageable chunks but the progression is confusing and steps are inconsistent. ● The teacher stops occasionally to ask questions while reading, but not often enough to allow for students to develop full understanding of the text. ● Instruction progresses from cubes to bar model and then bar model to number line, but the progression lacks some steps that would provide a more cohesive connection. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher has the students read the passage all the way through without monitoring comprehension. ● Students are asked to compare fractions, but they are not provided with logical steps to consider as they look at fractions. ● Students are given multiple step instructions that are too complex and detailed for them to follow.

Item 13-The teacher systematically withdraws support as students move toward the independent use of the skills.

This item focuses on the progression of scaffolded instruction. The teacher provides deliberate, careful and temporary support or scaffolding that bridges the gap between current ability and the goal for independence. Supports or scaffolding are gradually and methodically reduced as students demonstrate readiness. There is a clear and deliberate progression to the instruction that is responsive to the needs of students.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>The teacher systematically withdraws support as the students move toward the independent use of the skills.</p>	<p>The teacher withdraws support, but it is not withdrawn systematically.</p>	<p>The teacher does not withdraw support; OR The teacher provides very limited support and then abruptly withdraws it.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher models and then guides students to decode closed syllables, then progresses to whole words containing closed syllables. Finally the teacher has the student spell the multisyllable words applying the skills practiced (encoding). ● The teacher explicitly models a note taking strategy while reading the first section, then has the student work with her on the second section and on the third section the student takes more responsibility with teacher prompting only as needed. ● After practice with the individual steps in the strategy, the steps are synthesized and the strategy is practiced as a whole. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher models and explains taking notes, provides students with a note-taking guide but then tells students to take notes as they are reading without providing additional guidance or prompting. ● The teacher says, “I’ll walk you through three practice problems using this strategy and then you’ll use it on your own.” ● The teacher withdraws support as described in the curriculum, but it appears that some students need a more gradual withdrawal of support. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The lesson begins with a worksheet containing math problems that the students do not appear ready for. ● The teacher continues to demonstrate the use of the graphic organizer rather than gradually releasing the responsibility to the students with some prompting as needed. ● The teacher reminds students about using a graphic organizer but doesn’t provide a copy to students or demonstrate how to use it during the lesson.

Item 14-Guided practice is focused on the application of skills or strategies related to the stated or implied goal.

This item examines the guided practice provided by the teacher. Guided practice is interactive instruction between the teacher and students. After new skills or strategies in service of the goal are introduced, explained, and demonstrated for the students, the teacher provides practice which aims to engage students in using those skills or strategies with assistance. If the video shows that the teacher has not reached the stage of guided practice, **N/A** should be assigned.

Implemented-3	Partially Implemented-2	Not Implemented-1
Guided practice is focused on the application of skills or strategies related to the stated or implied goal.	Guided practice is somewhat focused on the application of skills or strategies related to the stated or implied goal.	Guided practice is not focused on the application of skills or strategies related to the stated or implied goal.
<p>Examples:</p> <ul style="list-style-type: none"> ● Blending board progresses to guided practice with application in connected text (patterns and words practiced on the blending board are included in connected text). ● After teaching students how to use an area model to multiply 2 digit numbers, students practice with a worksheet that provides space and prompts for constructing an area model for multiplying two digit numbers. 	<p>Examples:</p> <ul style="list-style-type: none"> ● After blending board, students read a “decodable” that does not focus on the words and letter patterns just practiced. ● After teaching students how to use an area model to multiply 2 digit numbers, students practice with a worksheet that only includes limited opportunity to apply the strategy. 	<p>Examples:</p> <ul style="list-style-type: none"> ● Students are asked to read and identify main idea, but are not given a strategy that is aligned to the goal during reading. Students are relying on guessing. ● The teacher emphasizes the completion of the assignment without focusing on the application of skills related to the objective.

Item 15-The teacher consistently prompts students to apply skills or strategies throughout guided practice.

This item assesses the prompts provided by the teacher. As novices, students often have difficulties in applying skills or strategies especially those that are newly learned. Students need the teacher’s prompts to help them recognize when and how to apply the skills and strategies during guided practice. If the video shows that the teacher has not reached the stage of guided practice, **N/A** should be assigned.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>The teacher consistently prompts students to apply skills or strategies throughout guided practice.</p>	<p>The teacher prompts students to apply skills or strategies, but not consistently OR not effectively throughout guided practice.</p>	<p>The teacher does not prompt students to apply skills or strategies throughout guided practice.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher provides coaching on using the number line for multiplication, and consistently reminds students to identify the groups and size of groups. ● Students are provided with a goal and a strategy for identifying main idea, and are consistently prompted to apply the strategy. 	<p>Examples:</p> <ul style="list-style-type: none"> ● Teacher prompts students to use decoding skills at times during whole class and reading time, but the teacher misses opportunities to prompt students to do so during reading comprehension. ● Students are provided with a strategy to identify main idea, but questioning and prompting is not consistently supportive of applying the strategy. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher never prompts students to apply a skill or strategy for reaching this objective. ● The teacher decodes words for students, and never prompts students to try to decode for themselves. ● Students are left to complete worksheet with minimal guidance other than repeating the directions.

Item 16-The teacher maintains an appropriate pace throughout the lesson.

This item focuses on the tempo or pace of instruction. Appropriate pace optimizes the instructional time, but also provides students a reasonable amount of time to think or process, especially when they are learning new skills or strategies. The lesson has forward momentum. The pace is not so slow that the students lose interest, nor so fast that students cannot keep up.

Implemented-3	Partially Implemented-2	Not Implemented-1
The teacher maintains an appropriate pace throughout the lesson.	The teacher maintains an appropriate pace during some of the lesson.	The teacher maintains an inappropriate pace throughout the lesson.
<p>Examples:</p> <ul style="list-style-type: none">● The teacher has clear expectations for time on task, the warm up is quick and efficient, transitions between sections of instruction are smooth.● The teacher clearly prompts students, “I do it, We do it, You do it” on each vocabulary example. Students have a clear understanding of what is expected during each cue and therefore instruction flows smoothly from start to finish.● The teacher provides several well planned demonstrations that lead directly into the next phase of the lesson, the flow is consistently steady.	<p>Examples:</p> <ul style="list-style-type: none">● The pace during the start is appropriate and kept students engaged, yet during the second half of the lesson too much wait time is given for questions and students begin to exhibit off task behavior and lose interest.● The teacher neglects to have some materials prepared in advance and students are required to wait as she cuts shapes for the geometry demonstration. The remainder of the lesson flows smoothly.● The student appears to be at a level with the word work that would allow for a more brisk and engaging pace, but the teacher moves slowly through this portion of the lesson.	<p>Examples:</p> <ul style="list-style-type: none">● The teacher rushes through demonstrations and explanations in order to get to the assignment.● Warm up editing practice takes 25 minutes, leaving only 15 minutes for actual instruction. The teacher has selected a “warm up” that is too complex and not developed as an appropriate practice activity and therefore pacing is negatively impacted throughout the lesson.● The teacher spends most of the lesson elaborating on background knowledge related to the text, then rushes students through providing their own input.● The teacher moves steadily from one part of the lesson to the next, but her rate of speech is slow and lacks an engaging quality throughout the lesson.

Item 17-The teacher allows adequate time for students to think or respond throughout the lesson.

This item assesses whether the teacher provides students with adequate time to process a given question or task, formulate a thoughtful response and then have the appropriate amount of time to provide a complete response. The length of time needed may vary depending upon the complexity and nature of the question or task and should be adjusted accordingly.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>The teacher allows adequate time for students to think or respond throughout the lesson.</p>	<p>The teacher sometimes allows adequate time for students to think or respond but inconsistently throughout the lesson.</p>	<p>The teacher never allows adequate time to students to think or respond.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher provides students with a question and cues thinking time before asking a student to respond. ● The teacher uses think - pair - share to promote thinking time before “blurting” out an answer. ● The teacher deliberately and consistently provides time for students to think before responding and reinforces a “no interruption” rule when a student is responding to the group. 	<p>Examples:</p> <ul style="list-style-type: none"> ● At times the teacher asks a question and then provides the answer for students or rushes on before the question is completely answered. ● The pace of the discussion is at times too quick for some students to have time to formulate their response and connect the information in a way that allows for a response. ● During parts of instruction the teacher waits too long for one student to respond. The other students in the group lose focus. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher asks a question during reading, takes the first quick response that a student provides and moves on. ● Students are asked to respond by showing the shapes on their geoboard, but the teacher consistently moves on before students have finished and completed the process. Students express frustration with the lack of opportunity to show their response. ● Throughout the lesson the teacher consistently waits too long for one student to respond. The other students in the group lose focus.

Item 18-The teacher maintains focus on the stated or implied goal throughout the lesson.

This item assesses whether the teacher maintains a steady and consistent focus on the lesson goal. To maintain a sharp focus, the teacher must redirect digressions, handle disruptions quickly and seamlessly, and communicate a consistent message about the goal throughout the lesson.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>The teacher maintains focus on the stated or implied goal throughout the lesson.</p>	<p>The teacher inconsistently focuses on the stated or implied goal.</p>	<p>The teacher does not focus on the stated or implied goal.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher draws students back to the objective as needed to maintain focus by pointing at the objective and restating as a goal, “my goal is to find the evidence...my evidence is right here, you gave the right answer, but our goal is to locate the evidence in the text.” ● The teacher explicitly connects each step of the lesson to the end goal and redirects students as needed to maintain the focus consistently throughout the lesson. ● There is one interruption with another student in the room, the situation is handled quickly and students are brought right back to the goal for the lesson. 	<p>Examples:</p> <ul style="list-style-type: none"> ● During parts of the lesson the teacher explicitly connects students back to the original concept of equal parts, but in other sections of the lesson the connections are less clear. ● The teacher has linked demonstrations and guided practice that are aligned to the goal, but during practice the students and teacher become more focused on the correct answer rather than the goal for learning to apply the new strategy. ● The teacher states the goal at the beginning and has aligned instruction to the goal, but does not make a concerted effort to ensure that students remain focused and some digressions are allowed. 	<p>Examples:</p> <ul style="list-style-type: none"> ● During the editing practice the students and the teacher engage in multiple discussions about the sentence topics, but they do not relate to the goal of correctly editing the passage. ● The teacher encourages students to engage in off task discussions by modeling with her own irrelevant discussions throughout the lesson. ● The teacher states the goal at the beginning and has aligned instructional activities to the goal, but throughout the lesson the teacher consistently allows for digressions the detract from learning.

Item 19-The teacher provides frequent opportunities for students to engage or respond during the lesson.

This item assesses whether the teacher provides opportunities for students to be actively engaged with instruction. Providing frequent opportunities to respond increases engagement, motivation and academic performance. Teachers may ask students for verbal or written responses or ask them to respond with gestures or actions. Engagement may also include the active use of materials such as math manipulatives or word sorts. Opportunities to respond should occur frequently throughout the lesson.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>The teacher provides frequent opportunities for students to engage or respond during the lesson.</p>	<p>The teacher provides limited opportunities for students to engage or respond during the lesson.</p>	<p>The teacher does not provide opportunities for students to engage or respond during the lesson.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● Students create their own graphic organizer with guidance and prompting from the teacher throughout the lesson.. ● Students are provided with multiple means of engagement throughout the lesson (oral, written, demonstration) ● During a majority of the lesson students are actively engaged with materials and one another. Each student uses cubes to build a pyramid design and then has the opportunity to explain their process. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The opportunities to respond consist primarily of choral responses, but the teacher does not ensure that all students are engaged. ● There is some questioning observed during the lesson that enables students to respond orally. However, the teacher provides most of the discussion and examples. 	<p>Examples:</p> <ul style="list-style-type: none"> ● There is no encouragement for engaging and responding.

Item 20- There are structured and predictable instructional routines throughout the lesson.

This item examines the instructional routines that are the usual or unvarying way activities are conducted in the classroom. Instructional routines are methods and procedures used by the teacher to carry out instruction activities like demonstrating, monitoring, reviewing and questioning, etc.

Maintaining structured and predictable instructional routines enables both teacher and students to know how and what they are supposed to do without having to think or ask about it. It is one of the most effective ways to optimize instructional time.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>There are structured and predictable instructional routines throughout the lesson.</p>	<p>Instructional routines are not consistently applied throughout the lesson.</p>	<p>There is no instructional routine.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● During a decoding/encoding lesson, students label and number their papers and are prepared for spelling words without additional prompting from the teacher. ● When practicing addition problems, students work their problems on their white boards and raise their hands when they are done for the teacher to check. ● Students create a two column note taking sheet to record specific details into categories as they read. 	<p>Examples:</p> <ul style="list-style-type: none"> ● Students are prepared to write their answers but do not know how to prepare their papers and their questions interrupt the lesson flow. ● Students are asked to solve problems on their white boards but then some blurt out their answers before all students are done. 	<p>Examples:</p> <ul style="list-style-type: none"> ● Students seem confused about what to do, or the teacher has to spend a significant amount of lesson time explaining the processes to students. ● The teacher’s instruction does not follow a predictable pattern, students randomly work ahead and blurt out answers.

Item 21- The teacher monitors students to ensure they remain engaged.

This item examines whether the teacher monitors students to determine if students are listening, responding, and following the pace of the lesson. Monitoring students enables teachers to act on what they see and adjust the instruction to keep students engaged.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>The teacher monitors students to ensure they remain engaged.</p>	<p>The teacher monitors inconsistently throughout the lesson; OR the teacher does not consistently monitor all students to ensure they remain engaged.</p>	<p>The teacher does not monitor students to ensure they remain engaged.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher is aware of what the student is doing behaviorally and academically in the entire lesson. The teacher provides redirection as needed. ● The teacher consistently stops to regain attention when students are not participating in choral reading. ● The teacher frequently uses proximity to help a particular student maintain focus. The teacher’s questions to individual students are well-timed to help them stay on task. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher is teaching a class with 8 students. Two students are not engaged for most of the lesson. ● The teacher redirects a student playing with an action figure, but the student only temporarily stops. The teacher does not appear to notice. ● During choral reading some students are off task or not reading along, and the teacher does not prompt individual engagement consistently. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher is teaching a small class with 2 students. She does not monitor both students. The teacher spends the majority of instructional time with one student and does not attend to the other. The teacher checks in with the other student once and does not offer feedback. ● The teacher frequently asks, “Are you listening?” without making sure that students are doing so.

Item 22- The teacher consistently checks for understanding throughout the lesson.

This item assesses whether the teacher consistently gathers information about student learning, and verifies progression toward the learning goal. It allows teacher to make instructional decisions based on the students' responses and helps the teacher identify misconceptions or gaps in understanding. Checks for understanding may include asking students to think-aloud, summarize, answer questions, agree/disagree, explain or elaborate.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>The teacher consistently checks for understanding throughout the lesson.</p>	<p>The teacher only checks some students for understanding; OR the teacher does not consistently check for understanding throughout the lesson.</p>	<p>The teacher does no or very minimal checking for understanding.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher checks understanding of each new vocabulary word with examples and non-examples. ● The teacher frequently asks students to explain their reasoning rather than just provide an answer. For example, she says, "Tell me your thought process here," and when a student gives a one-word answer, she presses by asking "why?" ● The teacher interacts with students' understanding throughout the lesson as they construct a concept map about animal environments. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher asks questions and checks for understanding of the students who offer an answer but not for other students. ● The teacher asks for thumbs up/thumbs down. This is throughout the lesson, but the teacher relies on this self-assessment of understanding only. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher frequently asks, "Do you understand?" but does not receive an answer and the teacher moves on. ● The teacher calls on students, but feeds them the answers to a degree that it isn't clear how much students are able to answer on their own. ● The teacher checks for correct answers without verifying whether students understand the process.

Item 23-The teacher provides timely feedback throughout the lesson.

This item examines the teacher’s timing of feedback as an element of the learning process. Both the nature and complexity of the task and the lesson goal need to be taken into consideration. Affirmative or corrective feedback that is immediate can reinforce accuracy, prevent misconceptions or ensure accurate practice. Somewhat delayed feedback that allows the students time to think through the steps of a complex process may also be appropriate and support confidence, independence and self-regulation. Feedback must be timed appropriately to most effectively bridge the gap between where the student is currently performing and the lesson goal.

Implemented-3	Partially Implemented-2	Not Implemented-1
The teacher provides timely feedback throughout the lesson.	The teacher occasionally provides timely feedback	The teacher does not provide feedback; OR it is not timely.
<p>Examples:</p> <ul style="list-style-type: none"> ● During guided practice focused on accurately adding two digit numbers, the teacher provides both affirmative and corrective feedback as the students completes each problem. ● While working toward independently applying a multistep strategy, the teacher prompts the student to check step two before they continue to step three, causing the student to self-correct. The teacher then gives affirmative feedback. ● The student is working to apply a decoding skill to a multisyllable word, rather than give the word, the teacher says, “you are close, I am going to have you look at it and try again.” The student correctly decodes the word. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher inconsistently provides corrective feedback when decoding errors are made during oral reading. ● Feedback is timely for the one student that is providing the answer, the other students do not appear to be making personal connections to the feedback until it is their turn to provide an answer. ● Occasionally the teacher provides feedback in the form of prompts, cues or correction too quickly. 	<p>Examples:</p> <ul style="list-style-type: none"> ● Students complete a page of math addition problems and are given the correct answers at the end of class. ● Students mark multi-syllable words in workbooks using a decoding strategy, but are not given feedback on decoding the words using the strategy.

Item 24-Feedback is specific and informative throughout the lesson.

This item evaluates the wording and focus of feedback. Feedback that is specific and informative provides students with useful information directly linked to their progress as it relates to the lesson goals. It may include specific information about strategy application, processes they are learning to apply, self-regulation or how to proceed. Feedback can take the form of correction, suggestion, prompting, cueing or reinforcing and affirming.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>Feedback is specific and informative throughout the lesson.</p>	<p>Feedback is not consistently specific and informative throughout the lesson.</p>	<p>There is no feedback or it is not at all specific and informative.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● Both affirmative and corrective feedback are specific and informative throughout the lesson. The following are examples of specific and informative feedback: ● “You figured out that the boy was upset by his actions and words even though the story didn’t tell you. This is called making an inference.” ● When the student sets up the counters to correctly show 2x3, the teacher reinforces by counting the groups and connecting back to the problem. When the student misses a group in 6x2 the teacher prompts and provides correction that supports correctly setting up the example. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher provides feedback confirming the correct answers or pointing out how to correct mistakes. The student needs more informative feedback that addresses the nature of the confusion in order to close the gap. ● Feedback is specific and informative when students make a mistake. The teacher needs to give affirmative feedback that is informative. It is beneficial for students who do the problem correctly to hear reinforcing feedback such as, “Good. You saw that there were five parts in a whole, so you took out groups of five.” This reinforces understanding. ● The teacher provides some feedback, specific to the goals of the lesson, but more is needed. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The lesson goal is to write a paragraph using adjectives. The teacher provides feedback on spelling and punctuation, but not on the use of adjectives. ● Feedback is always in the form of praise rather than specific to the goals of the lesson (good job, high five, way to go). ● The lesson goal is to apply a specific strategy to solve word problems. Students are given the correct answer, but they are not given feedback on their use of the strategy or accuracy of each step.

Item 25-The teacher makes adjustments to instruction as needed based on the student responses.

This item assesses whether the teacher speeds up, slows down, re-teaches or adjusts strategies as needed and based on information gathered through monitoring, checks for understanding, and students' performance. If there is no obvious need to make adjustment, **N/A** should be assigned.

Implemented-3	Partially Implemented-2	Not Implemented-1
<p>The teacher makes adjustments to instruction as needed based on the student responses.</p>	<p>The teacher makes some adjustments to instruction as needed based on the student responses, but more adjustments are needed.</p>	<p>The teacher does not make adjustments to instruction as needed based on the student responses.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher moves the lesson forward when students demonstrate success: "Because you did such a good job on those I am not going to have you read them in the book because you showed me you can do it." ● During guided practice the teacher notices that some students are missing a step in a strategy. She stops and demonstrates the strategy again and adds scaffolding for the students. ● The teacher begins the lesson with number lines, but then realizes that students need a less formal model to work with and switches to bar models. 	<p>Examples:</p> <ul style="list-style-type: none"> ● There are some minor adjustments to the lesson observed - however there are several times that adjustments appear to be needed and it does not occur. ● The teacher pauses to re-explain and provide another demonstration when students are confused. However, she rushes through this to get to the worksheet before the end of class. ● The teacher stops and gives a mini-lesson on prime numbers when she realizes students' have an incomplete understanding of the concept. However, she does not verify understanding and goes back to the lesson on using factor trees for prime factorization. 	<p>Examples:</p> <ul style="list-style-type: none"> ● The teacher continues to follow the sequence of questions in the textbook. She does not modify or adjust instruction even though students show confusion and give incorrect answers. ● When it is very clear that the students are tired, overloaded, and the lesson is too demanding of student's working memory, teacher does not adjust instruction and inappropriately keeps pressing students for more learning. ● The teacher asks if anyone is willing to share his or her summary, but when no one does so, she moves on.

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