II. Teaching All Students

The Teacher: 4 3 2 1

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
a. Mindset	Instills a “growth” mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
b. Learning Objectives	Gives students a clear sense of purpose by posting the essential questions, learning objectives. Exemplars are shared with students.	Gives students a clear sense of purpose by posting the essential questions and the learning objectives.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
c. Connections	Activates and engages students’ interest and makes connections to prior knowledge, experience, and reading.	Activates students’ prior knowledge and their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely engages students’ interest or makes connections to their lives.
d. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
e. Differentiation	Effectively differentiates and scaffolds instruction to accommodate all students’ needs in all academic areas and in social/emotional learning.	Effectively differentiates and scaffolds instruction to accommodate all students’ learning needs.	Attempts to differentiate and scaffold instruction to accommodate all students’ learning needs.	Fails to differentiate instruction for students with learning difficulties.
f. Application	Has students summarize what they have learned by	Has students summarize what they have learned and apply	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

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	applying learning in multiple contexts.	it in a different context.		
g. Classroom Management	Communicates and consistently enforces high standards for student behavior by pro-actively utilizing a variety of management strategies to maximize academic learning time including lesson momentum and smooth transitions.	Clearly communicates and consistently enforces high standards for student behavior. Maintains lesson momentum and smooth transitions.	Announces and posts classroom rules and consequences.	Comes up with rules and consequences as events unfold during the year.
h. Relationships	Is fair and respectful toward students and builds positive relationships with and amongst most students and works with colleagues to foster positive relationships throughout the school community.	Is fair and respectful toward students and builds positive relationships with and amongst most students.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
i. Growth-Producing Feedback	Provides age-appropriate, growth-producing feedback consistently and provides multiple opportunities for improvement by using a variety of tasks.	Provides age-appropriate, growth-producing feedback consistently.	Rarely provides age-appropriate, growth-producing feedback.	Rarely provides any feedback.