

Domain 2.6

Instruction: **Engages all students in learning activities**

Descriptors:

- Ensures whole-class, small-group, cooperative, and independent work is well organized.
- Ensures students are communicating their understanding using multiple methods differentiated by academic ability and English language proficiency levels.
- Uses a variety of strategies, including lessons incorporating student's background knowledge, cultural experiences, and interests.
- Uses individual and group instructional activities that give students clear expectations and responsibilities.
- Uses lessons and activities that incorporate student participation through presentation, explanation and discussion.
- Uses lessons and activities that build upon authentic and contemporary experiences shared by students.
- Uses instructional activities and lessons that require a variety of learning formats and instructional groupings
- Uses time and pacing in a planned way to ensure that students have the opportunity to become intellectually involved in the lesson and instructional activity.
- Uses a variety of scaffolded techniques to communicate performance expectations and directions for instructional activities.
- Incorporates collaborative instructional activities and includes students in the planning of instructional activities and choosing areas of interest in instructional lessons.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Clear evidence that students are engaged at a high level through the use of learning activities provided in a variety of ways to engage all students.</i>	<i>Clear evidence that the teacher provides engaging activities to all students.</i>	<i>Some evidence that the teacher provides learning activities to engage students.</i>	<i>Little or no evidence that the teacher provides learning activities to engage students.</i>
Examples of Documented Evidence: Artifacts produced by students and teachers	Documented Evidence <ol style="list-style-type: none"> 1. Clear rules, procedures and expectations for participating in instructional activities 2. A variety of methods and formats for presenting student work 3. Process for flexible grouping assignments 4. Information that demonstrates how student backgrounds, experiences and interests are incorporated into lessons 5. Rubrics that describe expectations for student activities 6. Written description of the instructional tasks involved in the lesson which includes student presentation, feedback and discussion 	Documented Evidence <ol style="list-style-type: none"> 1. Clear rules, procedures and expectations for participating in instructional activities 2. A variety of methods and formats for presenting student work 3. Process for flexible grouping assignments 4. Information that demonstrates how student backgrounds, experiences and interests are incorporated into lessons 5. Rubrics that describe expectations for student activities 6. Written description of the instructional tasks involved in the lesson which includes student presentation, feedback and discussion 	Documented Evidence <ol style="list-style-type: none"> 1. Rules, procedures and expectations for participating in instructional activities lack clarity 2. Little documentation of variety of methods and formats for presenting student work 3. Process for flexible grouping assignments lack clarity 4. Limited information that demonstrates how student backgrounds, experiences and interests are incorporated into lessons 5. Limited documentation that describe expectations for student activities 6. Written description of the instructional tasks involved in the lesson that includes student presentation, feedback and discussion lack clarity 	Documented Evidence <ol style="list-style-type: none"> 1. Rules, procedures and expectations for participating in instructional activities do not exist 2. No documentation for the use of variety of methods and formats for presenting student work 3. No documentation for the use of flexible grouping 4. No information that demonstrates how student backgrounds, experiences and interests are incorporated into lessons 5. No documentation that describe expectations for student activities

	<p>7. Lesson plans include strategies that include students in the design and selection of their learning experiences</p> <p>8. Written protocols for participation in individual and group activities</p>			<p>6. No documentation of the instructional tasks involved in the lesson includes student presentation, feedback and discussion</p>
	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Clear evidence that students are engaged at a high level through the use of learning activities provided in a variety of ways to engage all students.</i>	<i>Clear evidence that the teacher provides engaging activities to all students.</i>	<i>Some evidence that the teacher provides learning activities to engage students.</i>	<i>Little or no evidence that the teacher provides learning activities to engage students.</i>
	<p>Observable Evidence</p> <p>1. Students are involved in creating the rules, essential agreements, procedures and expectations for participating in instructional activities</p> <p>2. Sufficient wait time is provided for student responses</p> <p>3. Teacher effectively uses strategies to prevent student disengagement and maintains student involvement in instructional activities</p>	<p>Observable Evidence</p> <p>1. Students are able to express the rules, essential agreements, procedures and expectations for participating in instructional activities</p> <p>2. Sufficient wait time is provided for student responses</p> <p>3. Teacher effectively uses strategies to re-engage/redirect distracted students</p> <p>4. The pacing of the lesson is appropriate and adjustable</p>	<p>Observable Evidence</p> <p>1. There is some question that the students know and are able to express the rules, procedures and expectations for participating in instructional activities</p> <p>2. Teacher sometimes does not allow for sufficient wait time for student responses</p> <p>3. Teacher does not always effectively use strategies to re-engage/redirect distracted students</p>	<p>Observable Evidence</p> <p>1. Students do not understand and are not able to express the rules, procedures and expectations for participating in instructional activities</p> <p>2. Sufficient wait time is not provided for student responses</p> <p>3. Students are disengaged and strategies to re-engage/redirect distracted students are not effective</p>

	<ol style="list-style-type: none"> 4. The pacing of the lesson motivates student participation and facilitates and sustains high levels of engagement 5. Students appropriately select and effectively use a variety of methods and formats for presenting student work 6. Provides students with frequent opportunities for interaction and student led discussion 7. Student backgrounds, experience and interests are used to create interest and engagement in instructional activities 8. Students help to create and are able to articulate and demonstrate the written protocols for participation in group activities 9. The teacher engages students by moving throughout the classroom, calling on students, giving students time to respond, providing prompt feedback, listening to students, and challenging students 	<ol style="list-style-type: none"> 5. Teacher directs and enables students to use a variety of methods and formats for presenting student work 6. Provides students with frequent opportunities for interaction and discussion 7. Student backgrounds, experience and interests are used to create interested and engagement in instructional activities 8. Students are able to articulate and demonstrate the written protocols for participation in group activities 9. The teacher engages students by moving throughout the classroom, calling on students, giving students time to respond, providing prompt feedback, listening to students, and challenging students 	<ol style="list-style-type: none"> 4. The pacing of the lesson does not consistently sustain student engagement and the teacher does not always make necessary adjustments 5. Teacher directs and students use limited methods and formats for presenting student work e.g. the same response and formats are observed over repeated lessons 6. Provides students with infrequent opportunities for interaction and discussion 7. Student backgrounds, experience and interests are rarely used to create interest and engagement in instructional activities 8. Students are not consistently able to articulate and demonstrate the written protocols for participation in group activities 	<ol style="list-style-type: none"> 4. The pacing of the lesson is not appropriate and the teacher does not make necessary adjustments 5. Student responses reflect whole group instruction with little discussion e.g. written assignments, question and answer 6. Does not provides students with opportunities for interaction and discussion 7. Student backgrounds, experience and interests are not used to create interest and engagement in instructional activities 8. Students are not able to articulate and demonstrate the written protocols for participation in group activities 9. The teacher does not engage students
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	<p>10. Teacher provides frequent opportunities for student interaction and discussion, e.g., to partner, to share think, discuss and write about the work followed by whole class sharing and discussion</p> <p>11. Regularly checks for understanding (e.g., individual response boards, hand signals showing agreement, disagreement, or confusion, think-group-share, question cup sticks, answer by raising fingers, turn and talk, small group)</p> <p>12. Materials and resources support the learning goals and require intellectual engagement, as appropriate</p> <p>13. All students are actively engaged in the learning</p> <p>14. Creates learning activities that enables students to extend their knowledge to the real world</p> <p>15. Students are involved in the design and selection of instructional activities</p>	<p>10. Teacher provides students with frequent opportunities for interaction and discussion; e.g., to partner, to share think, discuss and write about the work followed by whole class sharing and discussion</p> <p>11. Frequently checks for understanding (e.g., individual response boards, hand signals showing agreement, disagreement, or confusion, think-group-share, question cup sticks, answer by raising fingers, turn and talk, small group)</p> <p>12. Materials and resources support the learning goals and require intellectual engagement, as appropriate</p> <p>13. All students are actively engaged in the learning</p> <p>14. Teacher draws upon students real world experiences</p>	<p>9. The teacher rarely engages students by moving throughout the classroom, calling on students, giving students time to respond, providing prompt feedback, listening to students, and challenging students</p> <p>10. Instruction characterized by infrequent opportunities for interaction and discussion, e.g., the teacher invites students to respond directly to one another's ideas, but few students respond, the teacher calls on many students, but only a small number actually participate in the discussion, student engagement with the content is largely passive; the learning consists primarily of facts or procedures</p> <p>11. Infrequent checks for understanding (e.g., individual response boards, hand signals showing agreement, disagreement, or confusion, think-group-share, question cup sticks, answer by raising fingers, turn and talk, small group)</p>	<p>10. Does not provide opportunities for frequent opportunities for interaction and discussion</p> <p>11. Does not check for understanding (e.g., individual response boards, hand signals showing agreement, disagreement, or confusion, think-group-share, question cup sticks, answer by raising fingers, turn and talk, small group)</p> <p>12. Materials and resources do not support the learning goals</p> <p>13. Students have little or no engagement in the learning activity</p>
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	<p>16. The teacher has created a community of learners in which all students are affirmed and celebrated and adults and students interact in a respectful manner</p>		<p>12. Insufficient materials and resources support the learning goals and are not intellectually rigorous</p> <p>13. All students are not actively engaged in the learning</p>	
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