Domain 2.4

Instruction:
Uses instructional strategies and resources to teach for understanding

Descriptors:

- Uses developmentally and linguistically appropriate strategies and resources.
- Uses student centered strategies and resources.
- Uses strategies linked to students' prior understandings and experiences to facilitate learning.
- Uses a variety of whole group, small group, cooperative learning, and independent practice strategies to motivate and engage all students.
- Uses scope, sequence and pacing effectively to optimize student learning.
- Uses strategies to facilitate reflection and critical thinking.
- Uses strategies that effectively communicate curriculum content, facts, ideas, language, and terminology.
- Uses technology as appropriate to enhance and extend learning opportunities.
- Uses fundamental, linguistic, and visual learning supports to enhance and extend learning opportunities.
- Uses strategies for teaching trans-disciplinary curriculum (PYP/MYP/DP, as applicable).
- Uses differentiated strategies that are aligned with students' individual cognitive and English proficiency levels to demonstrate learning.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	Clear evidence that the teacher uses multiple, student centered instructional strategies and resources to teach for understanding for all students.	*Clear evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding for most students.*	*Some evidence that the teacher uses multiple instructional strategies and resources to teach for understanding for most students.*	*Little or no evidence that the teacher uses multiple instructional strategies and resources to teach for understanding for most students.*
Examples of Documented Evidence: Artifacts produced by students and teachers	**Documented Evidence** 1. Documents and resources are aligned with the grade/content level curriculum to address the range of readiness and student development 2. Lesson plans show evidence of activities that reflect high level of student participation, self-directed learning, self-reflection and student responsibility 3. Documents include student interest inventories, family demographics, student writing samples, cultural histories and student biographies and link to instructional activities 4. Lesson plans reflect extensive use of multiple teaching strategies, i.e. cooperative learning, projects, individual, small and whole group activities, applied learning, presentations etc.	**Documented Evidence** 1. Documents and resources are aligned with the grade/content level curriculum to address the range of readiness and student development 2. Lesson plans show evidence of activities that reflect a high level of student participation, self-reflection and student responsibility 3. Documents include student interest inventories, family demographics, student writing samples, cultural histories and student biographies 4. Lesson plans reflect the use of multiple teaching strategies, i.e. cooperative learning, projects, individual, small and whole group activities, applied learning, presentations etc.	**Documented Evidence** 1. Documents and resources are not clearly aligned with the grade/content level curriculum to address the range of readiness and student development 2. Lesson plans show limited evidence of activities that reflect high level of student participation and student responsibility 3. Some documents that include student interest inventories, family demographics, student writing samples, cultural histories and student biographies 4. Lesson plans reflect limited use of multiple teaching strategies, i.e. cooperative learning, projects, individual, small and whole group activities, applied learning, presentations etc.	**Documented Evidence** 1. Documents and resources do not exist or are not aligned with the grade/content level curriculum to address the range of readiness and student development 2. Lesson plans show no evidence of activities that reflect high level of student participation 3. No documents that include student interest inventories, family demographics, student writing samples, cultural histories and student biographies 4. Lesson plans do not reflect the use of multiple teaching strategies, i.e. cooperative learning, projects, individual, small and whole group activities, applied learning, presentations etc.

5. Documents include differentiated re-teaching, acceleration and curriculum compacting to optimize learning	5. Documents include re-teaching, acceleration and curriculum compacting	5. Documents include limited re-teaching, acceleration and curriculum compacting	5. Documents do not include re-teaching, acceleration and curriculum compacting
6. Documents reflect curriculum adaptations to appropriately address the readiness and skills of all students to optimize learning	6. Documents reflect curriculum adaptations to appropriately address the readiness and skills of all students	6. Documents reflect limited curriculum adaptations to address the readiness and skills of all students	6. Documents do not reflect curriculum adaptations to address the readiness and skills of all students
7. Documents that include activities that are focused on student inquiry, problem-solving, applied to real life situations	7. Documents that include activities that are focused on problem-solving, applied to real life situations	7. Few documents that include activities that are focused on problem-solving, applied to real life situations	7. No documents that include activities that are focused on problem-solving, applied to real life situations
8. Documents that illustrate the effective and innovative use of technology in lesson plans and instructional activities	8. Documents that illustrate the effective use of district provided technology in lesson plans and instructional activities	8. Few documents that illustrate the effective use of district provided technology in lesson plans and instructional activities	8. No documents that illustrate the effective use of district provided technology in lesson plans and instructional activities
9. Documents illustrate extensive use of student input for identifying and selecting appropriate curricular inquiries, i.e. speakers, community resources, service learning. etc.	9. Documents illustrate the use of curriculum inquiries, i.e. speakers, community resources, service learning. etc.	9. Documents illustrate limited use of curricular inquiries i.e. speakers, community resources, service learning. etc.	9. Documents illustrate little or no use of curricular inquiries i.e. speakers, community resources, service learning. etc.
10. Documents that show extensive evidence of units of inquiry, action, student assessment, concepts (Big Ideas), essential questions, and the learner profile	10. Documents that show evidence of units of inquiry, action, student assessment, concepts (Big Ideas), essential questions, and the learner profile (Big Ideas), essential questions, and the learner profile	10. Few documents that show some evidence of units of inquiry, action, student assessment, concepts (Big Ideas), essential questions, and the learner profile (Big Ideas), essential questions, and the learner profile	10. No documents that show evidence of units of inquiry, action, student assessment, concepts (Big Ideas), essential questions, and the learner profile (Big Ideas), essential questions, and the learner profile

	Highly Effective	Effective	In Need of Improvement	Ineffective
	Clear evidence that the teacher uses multiple, student centered instructional strategies and resources to teach for understanding for all students.	*Clear evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding for most students.*	*Some evidence that the teacher uses multiple instructional strategies and resources to teach for understanding.*	*Little or no evidence that the teacher uses multiple instructional strategies and resources to teach for understanding.*
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	**Observable Evidence** 1. **Instructional strategies and resources are engaging, builds on prior knowledge, and authentic** 2. Teacher considers student input in the scaffolding and pacing of the lesson 3. The teacher links the instructional purpose of the lesson to the larger curriculum 4. The directions and procedures are clear and the teacher anticipates possible student misunderstandings and models the process to ensure clarity 5. **The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests**	**Observable Evidence** 1. **Instructional strategies and resources are meaningful and engaging and relate to the learning objective** 2. Teacher appropriately scaffolds lesson 3. The teacher states clearly, at some point during the lesson, what the students will be learning 4. The directions and procedures are clear and the teacher intervenes when students misunderstand models the process to be followed in the task 5. **The teacher's explanation of content is thorough and clear and develops conceptual understanding**	**Observable Evidence** 1. **Instructional strategies are engaging but are not appropriate for the lesson** 2. Teacher spends insufficient time scaffolding 3. The teacher provides little elaboration or explanation about what the students will be learning 4. The directions and procedures lack clarity and the teacher does not intervene when students misunderstand 5. **The teacher's explanation of content is not clear and does not develop conceptual understanding**	**Observable Evidence** 1. **Instructional strategies are inappropriate and do not meet the learning objectives** 2. There is no evidence of scaffolding 3. At no time during the lesson does the teacher convey to students what they will be learning 4. The directions and procedures are not clear and/or not provided 5. **The teacher does not explain the content**

6. **The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition**	6. **The teacher uses questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition**	6. **The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on only a few students**	6. **The teacher uses questions that are rapid-fire and convergent, which have a single correct answer and do not invite student thinking**
7. Students have varied opportunities for reflection and closure on the lesson to consolidate their understanding	7. Students have opportunities for reflection and closure on the lesson to consolidate their understanding	7. Students have few opportunities for reflection and closure on the lesson to consolidate their understanding	7. Students have no opportunity for reflection and closure on the lesson to consolidate their understanding
8. **The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and uses strategies to elicit information about individual student understanding**	8. **The teacher "takes the pulse" of the class through continuous checks and use of strategies to elicit information about individual student understanding**	8. **The teacher occasionally checks for individual student understanding and fails to consistently "take the pulse" of the class**	8. **The teacher does not check for individual student understanding**
9. Students indicate that they clearly understand the characteristics of high-quality work and there is evidence that students have helped establish the evaluation criteria	9. Students indicate that they clearly understand the characteristics of high-quality work	9. Students indicate that they do not clearly understand the characteristics of high-quality work	9. The teacher gives no indication of what high-quality work looks like

10. Students are comfortable with the use of technology to support their learning and are encouraged to integrate technology to extend and broaden their learning opportunities (e.g. collaboration on Canvas, discussion boards, Dropbox)	10. Students are comfortable with the use of technology to support their learning and are encouraged to integrate technology to extend and broaden their learning opportunities (e.g. collaboration on Canvas, discussion boards, Dropbox)	10. Students rarely use technology to support their learning and are not encouraged to integrate technology to extend and broaden their learning opportunities	10. Students are not comfortable with the use of technology to support their learning and are not encouraged to integrate technology to extend and broaden their learning opportunities
11. Lessons and activities illustrate extensive use of student input for identifying and selecting appropriate supplemental resources (i.e. speakers, community resources, service learning, etc.)	11. Lessons and activities illustrate the use of supplemental resources (i.e. speakers, community resources, service learning. etc.)	11. Lessons and activities illustrate the limited use of supplemental resources (i.e. speakers, community resources, service learning. etc.)	11. Supplemental resources (i.e. speakers, community resources, service learning, etc.) are not evident
12. Evidence of a program of inquiry, action cycle, attitudes, assessment, concepts (Big Ideas), essential questions, and the learner profile	12. Evidence of a program of inquiry, action cycle, attitudes, assessment, concepts (Big Ideas), essential questions, and the learner profile	12. Little evidence of a program of inquiry, action cycle, attitudes, assessment, concepts (Big Ideas), essential questions, and the learner profile	12. No evidence of a program of inquiry, action cycle, attitudes, assessment, concepts (Big Ideas), essential questions, and the learner profile
13. ==Instruction provides multiple opportunities for students to benefit from each other in discussion and collaborative-learning activities==	13. ==Instruction provides opportunities for students to benefit from each other in discussion and collaborative-learning activities==	13. ==Instruction provides few opportunities for students to benefit from each other in discussion and collaborative-learning activities==	13. ==Instruction does not provide opportunities for students to benefit from each other in discussion and collaborative-learning activities==
14. Students initiate higher-order questions and learning activities			