Domain 2.7

Instruction:
Helps students practice and deepen new knowledge through direct and explicit instruction, cooperative learning, inquiry methods, and independent practice

Descriptors:

- Instruction allows for students to demonstrate proficiency and mastery of learning standards in independent and interdependent group problem solving.
- Repeated opportunities to apply the use of new concepts and skills in real world problem solving activities.
- Learning includes cooperative whole group and small group instructional conversations that have a clear academic goal, develop students' academic language, foster critical thinking and an awareness and appreciation for different perspectives.
- Instruction challenges students' beliefs and creative processes.
- Teacher facilitates instruction while monitoring and assisting student understanding through active engagement in instructional activity.
- Teacher uses activities that allow students to create a joint product while assuming individual responsibility for their own learning.
- Essential questions and ideas are formulated and addressed in instructional activities.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	Clear evidence that the teacher continuously checks for understanding and adjusts instruction to ensure that students practice and deepen knowledge.	*Clear evidence that the teacher checks for understanding and provides opportunities for students to practice and deepen knowledge.*	*Some evidence that the teacher provides opportunities for students to practice and deepen knowledge.*	*Little or no evidence that the teacher provides opportunities for students to practice and deepen knowledge.*
Examples of Documented Evidence: Artifacts produced by students and teachers	**Documented Evidence** 1. Teacher planning documents, instructional activities, and student work artifacts include a variety of instructional experiences and methods for student engagement, the application of learning, and an assessment of mastery 2. Plans focus on teacher facilitated learning processes as well as delivery of content 3. Instructional activity documents focus on the process for learning 4. Planning and documents show the intentional awarding of responsibility for learning to students and includes projects, presentations to document the participation and involvement of students	**Documented Evidence** 1. Teacher planning documents, instructional activities, and student work artifacts include a variety of instructional experiences and methods for student engagement, the application of learning, and an assessment of mastery 2. Plans focus on teacher facilitated learning processes as well as delivery of content 3. Instructional activity documents focus on the process for learning 4. Critical thinking and problem solving strategies are evident in room postings and instructional objectives	**Documented Evidence** 1. Teacher planning documents, instructional activities, and student work artifacts show inconsistency in variety of instructional experiences and methods for student engagement, the application of learning, and an assessment of mastery 2. Plans focus on inconsistent use of teacher facilitated learning processes 3. Instructional activity documents focus inconsistently on the process for learning	**Documented Evidence** 1. Teacher planning documents, instructional activities, and student work artifacts show little to no variety of instructional experiences and methods for student engagement, the application of learning, and an assessment of mastery 2. Plans focus on delivery of content rather than learning processes 3. Instructional activity documents focus on recall of facts and ideas

	5. Critical thinking and problem solving strategies are evident in room postings and instructional objectives			
	Highly Effective	**Effective**	**In Need of Improvement**	**Ineffective**
	Clear evidence that the teacher continuously checks for understanding and adjusts instruction to ensure that students practice and deepen knowledge.	*Clear evidence that the teacher checks for understanding and provides opportunities for students to practice and deepen knowledge.*	*Some evidence that the teacher provides opportunities for students to practice and deepen knowledge.*	*Little or no evidence that the teacher provides opportunities for students to practice and deepen knowledge.*
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	**Observable Evidence** 1. Instructional activities focus on students actively involved in constructing knowledge and developing problem solving skills 2. Students use content as a means of developing information and problem solving skills 3. Instructional activities are student centered, focusing on each student's interests, abilities, and learning styles 4. Students extensively research and use resources beyond the classroom and the school	**Observable Evidence** 1. Instructional activities focus on students actively involved in constructing knowledge and developing problem solving skills 2. Students use content as a means of developing information and problem solving skills 3. Instructional activities are student centered, focusing on each student's interests, abilities, and learning styles 4. Students often research and use resources beyond the classroom and the school	**Observable Evidence** 1. Instructional activities inconsistently focus on students actively involved in constructing knowledge and developing problem solving skills 2. The learning of facts and ideas is often the purpose of content instruction 3. Some instructional activities are student centered, focusing on each student's interests, abilities, and learning styles 4. Students inconsistently research and use resources beyond the classroom and the school	**Observable Evidence** 1. Students are not involved in constructing knowledge or developing problem solving skills 2. The learning of facts and ideas is the purpose of content instruction 3. Instruction is teacher centered students take a passive, receptive role, teacher chooses what the students will learn, how the students will learn, and how the students will be assessed on their learning

5. Individualized instruction targeting the specific needs of students is evidenced through the use of multiple data sources 6. Teacher explicitly incorporates discussion that consistently challenges students to question prior learning, beliefs, and experiences 7. Appropriate discussion techniques are used to stimulate student inquiry 8. Teacher asks open-ended questions intended to provoke feedback for student self-reflection and assessment 9. Instructional activities acknowledge student voice as central to the learning experience where students choose what they will learn, how they will learn, and how they will assess their own learning	5. Individualized instruction targets the specific needs of students is evidenced through the use of multiple data sources 6. Teacher explicitly incorporates discussion that challenges students to question prior learning, beliefs, and experiences 7. Appropriate discussion techniques are used to stimulate student inquiry	5. Individualized instruction inconsistently targets the specific needs of students is evidenced through the use of multiple data sources 6. Teacher inconsistently uses discussion that challenges students to question prior learning, beliefs, and experiences	4. Students do not research and use resources beyond the classroom and the school 5. There is no individualized instruction 6. Teacher does not use discussion that challenges students to question prior learning, beliefs, and experiences