

Attribute 5: Educator and students engage in a collaborative classroom climate.

High Degree of Implementation

1

2

Low Degree of Implementation

3

Instruction capitalizes on students' social tendencies and requires interdependence.

Instruction is a collaborative process shared by the educator and the students.

Instruction models the desired norms of respect, transparency, and differences in a non-threatening environment.

Instruction acknowledges students' social tendencies and allows opportunities for interdependence.

Instruction is often a collaborative process shared by the educator and the students.

Instruction models the desired norms of respect, transparency, and differences in a non-threatening environment.

Instruction does not acknowledge students' social tendencies or does not allow opportunities for interdependence.

Instruction is primarily educator directed/controlled.

Throughout instruction, the educator does not model the desired norms of respect, transparency, and differences in a non-threatening environment.

EVIDENCE

This document was developed using:

Hord, S.M., Rutherford, W.L., Huling, L., Hall, G.E.,(2004). *Taking Charge of Change*. Austin, TX: Southwest Education Development Laboratory.

Attribute 1: Educators understand the Learning Progressions along which students are expected to progress in a domain.

High Degree of Implementation

1

Low Degree of Implementation

2

3

<p>Educator planning shows strong evidence of a clearly defined learning goal.</p> <p>Educator has a deep knowledge of the prerequisite concepts and skills needed to develop deep conceptual knowledge of learning goal.</p> <p>Educator has a deep knowledge of the progression of learning a student may follow from current understanding to more sophisticated understanding of a concept or to more sophisticated application of a skill.</p> <p>Educator plans and develops pre-assessment tasks and assessment for learning activities to identify gaps in current status and the desired learning goal and uses that information to make most instructional decisions.</p> <p>Educator plans and implements differentiated tasks for individual students based on information obtained from pre-assessment and assessment for learning.</p> <p>Students routinely use information obtained from pre-assessment and assessment for learning activities to monitor and guide their learning progress.</p>	<p>Educator planning shows some evidence of a clearly defined learning goal.</p> <p>Educator has some knowledge of the prerequisite concepts and skills needed to develop deep conceptual or procedural knowledge of learning goal.</p> <p>Educator has some knowledge of the progression of learning a student may follow from current understanding to more sophisticated understanding of a concept or to more sophisticated application of a skill.</p> <p>Educator plans and develops pre-assessment tasks and/or assessment for learning activities to identify gaps in current status and the desired learning goal and uses that information to make some instructional decisions.</p> <p>Educator uses some of the information obtained from pre-assessment and assessment for learning tasks to create differentiated tasks for individual students.</p> <p>Students occasionally use information obtained from pre-assessment and assessment for learning activities to monitor and guide their learning progress.</p>	<p>Educator planning shows little or no evidence of a clearly defined learning goal.</p> <p>Educator has little or no knowledge of the prerequisite concepts and skills needed to develop deep conceptual or procedural knowledge of learning goal.</p> <p>Educator has little or no knowledge of the progression of learning a student may follow from current understanding to more sophisticated application of a skill.</p> <p>Educator does not plan and develop pre-assessment tasks and/or assessment for learning activities to identify gaps in current status and the desired learning goal.</p> <p>Educator does not use (or collect) information from pre-assessment and assessment for learning tasks to create differentiated tasks for individual students.</p> <p>Students do not have access to (or are not engaging in) information obtained from pre-assessment and assessment for learning activities to monitor and guide their learning progress.</p>
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Attribute 2: Educator provides students clear learning goals and success criteria to achieve success.

High Degree of Implementation 1	2	Low Degree of Implementation 3
<p>Clear learning goals are communicated to students in "kid friendly" language and referenced during instruction.</p> <p>Educator communicates to students the success criteria necessary to reach the learning goal.</p> <p>Examples of high and low quality work are provided during instruction.</p>	<p>Learning goals are communicated to students and occasionally referenced during instruction, but are not visible in the classroom or on student rubrics.</p> <p>Educator occasionally communicates the success criteria necessary to reach the learning goal.</p> <p>Examples of high and low quality work are sometimes provided during instruction.</p>	<p>Learning goals are not communicated to students and are not visible in the classroom or on student rubrics.</p> <p>Educators do not communicate the success criteria necessary to reach the learning goal.</p> <p>Examples of high and low quality work are not provided during instruction.</p>
<p>EVIDENCE</p>		

Attribute 3: Students are the recipients of descriptive feedback which identifies the specific knowledge and skills needed to reach learning goal. High Degree of Implementation			
1	2	3	Low Degree of Implementation
<p>Instruction provides multiple opportunities for ALL students to receive descriptive feedback in a timely manner.</p> <p>Students are regularly allowed to make improvements on tasks based on descriptive feedback from educator, peers, or other adults.</p> <p>Feedback provides students with information on strengths and areas of need based on learning goals and success criteria.</p>	<p>Instruction provides some opportunities for most students to receive descriptive feedback in a timely manner.</p> <p>Students are occasionally allowed to make improvements on tasks based on descriptive feedback from educator, peers, or other adults.</p> <p>Feedback provides students with some information on strengths and/or areas of need based on learning goals and success criteria.</p>	<p>Instruction provides few opportunities for most students to receive descriptive feedback.</p> <p>There is a lapse between the completion of a task and when the student receives feedback.</p> <p>Students are rarely allowed to make improvements on tasks based on descriptive feedback from educator, peers, or other adults.</p> <p>Feedback is not based on learning goals and success criteria.</p>	
<p>EVIDENCE</p>			

Attribute 4: Students engage in self and peer assessments.

High Degree of Implementation

1

2

Low Degree of Implementation

3

Instruction regularly engages ALL students in self- and peer-assessment.

Instruction directs students to develop skills in assessing their own and the learning of others by: setting goals, establishing criteria for success, reflecting on strengths and weaknesses and making adjustments in learning progressions.

Students regularly use information from self and peer assessments to adjust learning goals, monitor success, or reflect on their own learning.

Instruction occasionally engages some students in self- and peer-assessment.

Instruction directs students to develop skills in assessing their own and the learning of others by: setting goals, establishing criteria for success, reflecting on strengths and weaknesses but excludes adjustments to learning progressions.

Students occasionally use information from self and peer assessments to adjust learning goals, monitor success, or reflect on their own learning.

Educator occasionally uses results from student self and peer assessments to adjust instruction.

Instruction is teacher-directed and does not engage students in self- and peer-assessment.

Instruction does not direct students to develop skills in assessing their own and the learning of others by: setting goals, establishing criteria for success, reflecting on strengths and weaknesses and does not make adjustments to learning progressions.

Students rarely or never use information from self and peer assessments to adjust learning goals, monitor success, or reflect on their own learning.

Educator rarely or never uses results from student self and peer assessments to adjust instruction.

EVIDENCE