

CRITERIA	RATINGS			
STRATEGIES FOR INSTRUCTION	EXPERT: 10 pts	PROFICIENT: 9 pts	DEVELOPING: 8 pts	NOVICE: 6 pts
	Explicit and detailed opportunities for authentic engagement through an anticipatory set, student collaboration, and/or writing activities.	Meaningful opportunities for authentic engagement through an anticipatory set, student collaboration, and/or writing activities.	Adequate opportunities for authentic engagement using an anticipatory set, student collaboration, and/or writing activities.	Limited opportunities for authentic engagement through an anticipatory set, student collaboration, and/or writing activities.
	Small group instruction fully supports learning objectives, activities and outcomes.	Specific evidence of planning for small group instruction (content for different groups, mini-lesson objectives, etc.) where applicable.	Adequate evidence of planning for small group instruction (content for different groups, mini-lesson objectives, etc.) where applicable.	Instructional examples, teacher modeling, or other input is not aligned with objective or lesson activities.
	Instructional examples, teacher modeling, or other input is detailed and explicitly supports the objective and lesson activities.	Instructional examples, teacher modeling, or other input is specifically aligned with objective and lesson activities.	Instructional examples, teacher modeling, or other input is adequately aligned, but may lack detail or be loosely supportive of the objective and lesson activities.	
	Explicit evidence of consideration of teacher's role throughout the lesson (facilitator, direct instruction, specialist, etc.).	Teacher's role (facilitator, direct-instruction, specialist, etc.) is considered and apparent throughout the lesson.		
	Multiple strategies for learning lesson content are available to students. Meaningful opportunities for student collaboration, problem solving and creativity in lesson activities or outcome and products. May include nontraditional activities, or assessments.	Specific opportunities for student collaboration, problem solving and creativity in lesson activities or outcome products.	Some opportunities for student collaboration, problem solving and creativity in lesson activities or outcome products.	Minimal opportunity for student collaboration.

CRITERIA	RATINGS			
DIFFERENTIATION	EXPERT: 10 pts	PROFICIENT: 9 pts	DEVELOPING: 8 pts	NOVICE: 6 pts
	Differentiation explicitly targets the various learning and environmental needs of all students in the classroom.	Differentiation adequately targets the various learning and environmental needs of all students in the classroom.	Differentiation addresses the various learning and environmental needs of all students in the classroom.	Differentiation minimally addresses learning and environmental needs of some students in the classroom.
	Explicit evidence or attempt to offer lesson content, questioning, activities, or outcomes at varying levels of Bloom's Taxonomy	Meaningful evidence or attempt to offer lesson content, questioning, activities, or outcomes at varying levels of Bloom's Taxonomy based on specifically identified needs and levels of students.	Adequate evidence or attempt to offer lesson content, activities, or outcomes at varying levels of Bloom's Taxonomy based on generally identified needs and levels of students.	Minimal evidence or attempt to offer lesson content, questioning, activities, or outcomes at varying levels of Bloom's Taxonomy based on needs and levels of students.
	Alternate activities and student products, to support different Bloom's levels, may be indicated.	Some alternate activities, products or assessment to support varying levels of Bloom's Taxonomy are offered.	Alternate activities, products or assessment offered to support some higher levels of Bloom's Taxonomy are offered.	Lesson may offer 1 or 2 alternatives for students of different levels, but minimal attempt for individualization is made.
	Student learning style is specifically considered in differentiated content.	Differentiation accounts for differences in learning styles of students.	Differentiation may indirectly account for differences in learning styles of students, but specific evidence may not be present.	
	Flexible grouping is efficiently utilized, where appropriate	Flexible grouping is offered, where appropriate		
	Learning is individualized to the maximum extent possible.	Some individualization of learning is evident.		

CRITERIA	RATINGS			
LITERACY STRATEGIES	EXPERT: 10 pts	PROFICIENT: 9 pts	DEVELOPING: 8 pts	NOVICE: 6 pts
	*Elementary only: Balanced Literacy components (oral language development, reading to learn, opportunity for written response- T-chart, journaling, think-talk-write, etc.) are detailed and enhance the lesson content along with literacy development, where appropriate. *EVERYONE: Detailed information about required vocabulary for lesson, detailed and specific indication of direct or indirect vocabulary instruction. *Detailed and specific supports (graphics, animations, examples, etc.) for academic language included. *Materials presented are specifically intended for reading level of the students, with consideration given to students below level. *Writing requirements (if present) are explicitly matched to the level of the students and enhance the learning and engagement of the lesson content.	*Elementary only: Balanced Literacy components (oral language development, reading to learn, opportunity for written response- T-chart, journaling, think-talk-write, etc.) are present in all appropriate areas. *EVERYONE: Specific information about required vocabulary for lesson, adequate indication of direct or indirect vocabulary instruction. *Meaningful supports (graphics, animations, examples, etc.) for academic language included. *Materials presented are specifically intended for reading level of the students. *Writing requirements (if present) are meaningful and well matched to the level of the students.	*Elementary only: Some Balanced Literacy components (oral language development, reading to learn, opportunity for written response- T-chart, journaling, think-talk-write, etc.) are present where appropriate. *EVERYONE: Adequate information about required vocabulary for lesson, some indication of direct or indirect vocabulary instruction. *Some supports (graphics, animations, examples, etc.) for academic language included. *Materials presented are appropriate for reading level of the students. *Writing requirements (if present) are appropriately matched to the level of the students.	*Elementary only: Balanced Literacy components (oral language development, reading to learn, opportunity for written response- T-chart, journaling, think-talk-write, etc.) are minimal or may not be present. *EVERYONE: Limited information about required vocabulary for lesson, little or no indication of direct or indirect vocabulary instruction. *Minimal supports (graphics, animations, examples, etc.) for academic language included. *Materials presented may not be appropriate for reading level of the students. *Writing requirements (if present) are not well matched to the level of the students.

CRITERIA	RATINGS			
USE OF TECHNOLOGY	EXPERT: 10 pts	PROFICIENT: 9 pts	DEVELOPING: 8 pts	NOVICE: 6 pts
	*Explicit evidence of integration of technology with pedagogy and content (TPACK) and alignment with ISTE standards.	*Appropriate evidence of integration of technology with pedagogy and content (TPACK).	*Some attempt of alignment with ISTE standards and/or TPACK integration.	*Vague alignment with ISTE standards, or standards do not match lesson objective.
	*Technology is efficiently used for learning in a manner that is inconceivable without the technology.	*Technology enhances and supports mastery of the objectives.	*Student use of technology is present, but connection to lesson content is weak.	*Minimally supports the lesson content.
	*Supports student collaboration, creativity, critical thinking, problem solving, and digital citizenship.	*Some indication of support of student collaboration, creativity, critical thinking, problem solving, and digital citizenship.	*Student use of technology may not necessarily enhance learning of content, but it is not a distraction.	*Use of technology may be disorganized or feel disconnected to student learning.
	*Lesson includes meaningful components of blended learning with online assignments, instruction, opportunities for collaboration, or product creation.	*Teacher models digital fluency, innovation or citizenship preparing for student use.	*Teacher's use of technology is an attempt to model digital fluency, innovation or citizenship.	*No student use of technology present in lesson.
	*Provides immediate feedback to students about learning.	**Technology is used to assess learning when appropriate. May provide some feedback to students about learning.	*Used to deliver content, but there may be minimal student interaction with technology.	
	*Technology is used to address diverse student needs.	*Technology is available to address diverse student needs.		