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GUIDEPOSTS FOR EXCELLENT TEACHING RUBRIC

2024
2025



Guideposts for Excellent Teaching – Executive Summary

Purpose

The Guideposts for Excellent Teaching (GET) Rubric is a tool for evaluation, coaching, and personal development.

It is evaluative because it includes criteria that a teacher, coach, or manager can use to rate instruction. The criteria are designed to be objective (i.e., straightforward, and not highly subject to different interpretations), which helps ensure fair, consistent measurement of classroom instruction across the network. Its goal is to help an educator understand “What am I doing well?” and “What can I adjust to improve my students’ learning?”

This type of clarity leads to growth—and this is where the *coaching cycle* comes in. The skills and associated resources for each Guidepost are designed to help a teacher coach themselves’ in an area they want to improve in or to be used jointly by a teacher and their manager or coach to work on a skill together.

The GET Rubric is used to describe and assess teacher performance across five Guideposts:

1. **Content:** Are students engaged in content aligned to the appropriate standards for their subject and grade?
2. **Culture:** Are students joyfully engaged in a positive learning environment?
3. **Ownership:** Are students doing the thinking?
4. **Using Data:** Are students demonstrating that they are learning?
5. **Beyond the Lesson:** Do your overall actions support student learning?

Guideposts 1-4: Descriptors are structured to be observed during a single unit or lesson review or a single classroom observation.

Guidepost 5: Descriptors are cumulative in nature and structured to consider evidence and artifacts collected/observed over time.

The GET Rubric Includes:

Essential Questions: A core question is provided for each Guidepost to help understand student outcomes. In an effective teacher’s classroom, the answer to each Essential Question is “yes”.

Strand Descriptors: Descriptors of each Guidepost are used to differentiate five levels of performance: Exceptional, Advanced, Proficient, Novice and Pre-Novice. The GET Rubric uses descriptors that focus primarily on student actions and responses or teacher preparation.

IDEA Core Values: Throughout the GET rubric there are references to **#CoreValues**. IDEA believes that character and culture are critical components to our students’ success in school and life. These are investments that lay the foundation for the Guideposts of the GET Rubric.

Low Inference Evidence Examples: Low inference data is observable data expressed in a non-judgmental way. Examples are provided to see what types of evidence align with the strands of the GET rubric.

Rating on the GET & Coaching Cycle: IDEA’s Coaching Cycle is a process done in partnership with a teacher and their manager or coach. The feedback shared as part of ratings teachers along this cycle is what ensures all teachers can become – or continue being – excellent teachers.

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Rubric Structure

Beliefs

The following beliefs about teaching inform how this rubric has been developed:

Everyone can improve:

- Sometimes it feels easier to have a growth mindset for students than for ourselves. But we know that a rating on a rubric does not define our worth as individuals or our potential as educators.
- The [Teacher Waterfall Skills](#) aligned to the rubric are designed to help new and experienced teachers improve their teaching craft.

Student actions lead to student learning:

- Because the goal of teaching is student learning, much of the rubric focuses on student actions.
- We believe that the more teachers and coaches pay attention to what *students* are and are not learning, the more quickly instruction can improve.

Teacher preparation is key:

- We know that the best teachers are excellent planners before they step foot in front of students. Strands of the rubric that don't focus on student actions place importance on what a teacher does before and after the lesson.

Teacher actions can vary:

- The actions of the *teacher* also matter deeply, and some of those are included directly in the evaluation criteria. Many more are found in the Teacher Waterfall Skills section of the [Best Practices Library](#) Hub site. The reason for this is to acknowledge that there can be many possible teacher actions that lead to positive student outcomes. In other words, the 'skills' section is not an exhaustive list – there are many other strong teaching skills.

Rubric Orientation

The organization of the GET Rubric relates to the root-cause analysis framework called "Outcomes, Causes, Solutions" (OCS) that a teacher, coach, or manager can use to help improve instruction.

1. **Outcomes** - Always start by using each Guidepost's Essential Question to understand student outcomes.
2. **Causes** - Then ask, "What actions or inactions are leading to the outcomes?" Evidence from the various strand descriptors will help you answer that question.
3. **Solutions** – Use The Teacher Waterfall Skills section of the [Best Practices Library](#) Hub site to identify a solution that will improve the outcome.

While teacher managers are trained to use this OCS process to support teachers, many effective teachers themselves follow this thought process to reflect and plan their own ways to improve their craft as teachers.

Performance Levels

A key part of assigning accurate, consistent ratings is correctly distinguishing between different levels of performance. Below we offer specific guidance on the differences between all five performance levels.

You'll notice that there is bolded text throughout the levels. These indicate what is being rated **and** how it changes as the strand moves from pre-novice to advanced.

(1) PRE-NOVICE

A teacher performing at the Pre-Novice level shows more missed opportunities and negative evidence than they do positive evidence. They see positive evidence of the expected student outcomes less than 50 percent of the time.

(2) NOVICE

A teacher performing at the Novice level sees the expected student outcomes some of the time and in some instances. At this level, teachers demonstrate some novice skills, but there is clear room for improvement. On the GET Rubric, "some" means "often," or 50-79 percent of the time.

(3) PROFICIENT

A teacher performing at the Proficient level is not perfect, but clearly on the right track: They see the expected student outcomes most of the time, with most students, and in most instances. On the GET Rubric, "most" means "nearly always," or 80-89 percent of the time.

(4) ADVANCED



A teacher performing at the Advanced level is seeing expected student outcomes nearly all of the time with nearly all students. On the GET Rubric, "all or almost all" means generally 90 percent of the time or higher. We believe that the best teachers—those capable of closing achievement gaps and helping all students reach their academic potential—consistently perform at the Advanced level.

(5) EXCEPTIONAL

The Exceptional level on all focus areas starts with "All descriptors for 'Advanced' are met and at least one of the following types of evidence is demonstrated." This is because we don't expect all teachers to perform consistently at the Exceptional level; rather, Exceptional performance as described by the GET Rubric highlights "north star" practices, like students self-assessing or synthesizing diverse perspectives, that may not be reasonable to expect in every lesson. Across performance areas, Exceptional descriptors are characterized by strong student ownership and connections to academic and real-life goals.

Rating with the GET Rubric

Preponderance of Evidence
<p>When rating on the GET Rubric, raters rate strands and guideposts based on a preponderance of evidence. For there to be a preponderance of evidence, evidence must be clear and convincing. Raters must consider:</p> <ul style="list-style-type: none"> Quantity: A strong pattern of evidence is weighted more heavily than isolated evidence. <ul style="list-style-type: none"> Example: ten pieces of evidence collected for “proficient” would be weighted more heavily than two pieces of evidence collected for “advanced” Example: a strand with an abundance of evidence collected to support a rating would be weighted more heavily than a strand with only one data point Recency: More recent evidence is weighted more heavily than evidence collected less recently. <ul style="list-style-type: none"> Example: a “novice” rating made in September would be weighted less heavily than a “proficient” rating made in March Quality: Higher quality evidence is weighted more heavily than lower quality evidence. <ul style="list-style-type: none"> Example: low inference evidence like a percentage of students who raised their hand is weighted more heavily than high inference evidence like a student telling an administrator that kids were shouting out in class yesterday

How to Rate Using the GET		
Rating Type	Formative Ratings	Summative Ratings
Description	<p>Formative ratings are more frequent (at least monthly) ratings on a strand or guidepost of the rubric that provides teachers ongoing feedback on their practice.</p> <p>Formative ratings are based on a preponderance of evidence collected that same day.</p>	<p>Summative ratings are less frequent, occurring primarily during the Staff Development Cycle. Summative ratings reflect overall performance and involve rating the entire rubric.</p> <p>Summative ratings are based on a preponderance of evidence from recent observations.</p>
How to Rate	<p>Conduct a formative rating on a strand:</p> <ol style="list-style-type: none"> Collect low inference evidence for the strand you are intending to rate. Rate the strand based on the preponderance of evidence collected during this observation. <p>Conduct a formative rating on a guidepost:</p> <ol style="list-style-type: none"> Collect low inference evidence for observed strands in the guidepost. Rate each strand you have evidence for. Rate the guidepost based on the preponderance of evidence collected across the strands rated during this observation. 	<p>Conduct a summative rating on the GET Rubric:</p> <ol style="list-style-type: none"> Rate each guidepost using the following steps. Use SchoolStatus to view the most recent ratings for each strand. <ol style="list-style-type: none"> If you do not have recent ratings for a strand, collect additional low-inference evidence. Rate each strand based on the preponderance of evidence from recent observations. Rate the guidepost based on the preponderance of evidence across the strands. Repeat these steps for each guidepost.
Where to Document Ratings	 <p>SchoolStatus (formerly TeachBoost) is the platform we use to document formative ratings for coaching.</p>	 <p>Cornerstone is the platform we use to document summative ratings for coaching and evaluation during the 2x2 and Annual Performance Review (APR) as a part of the Staff Development Cycle (SDC).</p>

Coaching Cycle for Teachers

1. Lesson Internalization Feedback

Teacher Actions	Leader Actions
<ul style="list-style-type: none"> • Submit lesson plans or evidence of internalization by the campus deadline. • Read and integrate the feedback that the leader provides in SchoolStatus. 	<ul style="list-style-type: none"> • Provide feedback to the teacher on their lesson plans or evidence of internalization with sufficient time for them to integrate feedback before teaching the lesson. Document the feedback in SchoolStatus (formerly TeachBoost): <ul style="list-style-type: none"> ○ Provide formative ratings on Guidepost 1B or 1D (In Class Support). ○ Write an action step for the most pressing problem.

2. Classroom Observation

Teacher Actions	Leader Actions
<ul style="list-style-type: none"> • Teach the lesson to the best of their ability. • Attempt to implement any feedback received through real time coaching. 	<ul style="list-style-type: none"> • If Guidepost 1B or 1D was rated novice or pre-novice: <ul style="list-style-type: none"> ○ The most pressing problem in the teacher's classroom is with lesson planning or lesson internalization. ○ Since the most pressing problem is known before observing, the observation is focused on improving teacher skill in the moment. This can be done through modeling a skill or real time coaching a previous action step. ○ At the end of the observation, the coach leaves feedback in SchoolStatus with a glow and a grow based on what was observed and coached on. • If Guidepost 1B or 1D was rated proficient or higher overall: <ul style="list-style-type: none"> ○ The coach will use the Classroom Diagnosis Tool to identify the most pressing problem and aligned action step. ○ Once the action step is identified, the coach will provide real time coaching if small tweaks are possible. ○ At the end of the observation, the coach leaves feedback in SchoolStatus with a glow, growth feedback with an action step, and a rating on the aligned strand(s).

3. Coaching Conversation

Teacher Actions	Leader Actions
<ul style="list-style-type: none"> • Bring necessary materials. • Engage in the coaching conversation. 	<ul style="list-style-type: none"> • Inform the teacher prior to the coaching conversation materials they need (if anything). • If the most pressing problem is in... <ul style="list-style-type: none"> ○ Guidepost 1: The coaching conversation will either be a See-it Name-it Do-it, Lesson Rehearsal, or Planning Meeting ○ Guidepost 2: The coaching conversation will be a See-it Name-it Do-it or a Lesson Rehearsal ○ Guidepost 3: The coaching conversation will be a See-it Name-it Do-it or a Student Work Analysis ○ Guidepost 4: The coaching conversation will be a See-it Name-it Do-it, Student Work Analysis, Exit Ticket Sort, or Data Conversation

4. Coach to Mastery in the Classroom

Teacher Actions	Leader Actions
<ul style="list-style-type: none"> • Incorporate learnings from the coaching conversation. • Attempt to implement any feedback received through real time coaching 	<ul style="list-style-type: none"> • Provide Real Time Coaching on the action step in the classroom. <ul style="list-style-type: none"> ○ <i>Note: If the most pressing problem was in Guidepost 1, your in-field follow-up should be observing the rehearsed lesson and providing Real Time Coaching as needed.</i> • At the end of the observation, provide feedback in SchoolStatus on if the action step was effectively implemented and provide a rating on the aligned strand(s).

Additional Support

When a teacher's practice is not improving with the coaching cycle outlined above, first **reflect on the quality, frequency, and consistency of coaching**. Then, consider increasing **support and accountability**. Some effective practices include professional development plans, daily lesson rehearsals, co-planning, and full class model with gradual release.

Classroom Diagnosis Tool

Note: If in lesson planning or internalization feedback or when you're observing a classroom, you identify that the **most pressing problem is in content** (planning/internalization), use the [Lesson Internalization Protocol](#) to identify the most pressing problem. Click here for the [Best Practice on Lesson Internalization Feedback](#).

Teacher			Date	
1. What should students be learning?				
Ask: What should students be learning? Before entering the classroom, look at the teacher lesson plan/script/internalization and unit plan/addendum to determine what students should be learning and plan how you will collect low inference data.				
Objective:				
2. Are all students learning it?				
Ask: Are all students learning it? Identify your low-inference data shortcuts. Then, collect low inference evidence to determine the extent of student learning.				
Low inference data shortcuts and collected low-inference evidence of student learning:				
3. If not, why not?				
Ask: If not, why not? While still in the classroom, develop a hypothesis for the most pressing problem by identifying a guidepost and then narrow into the strand you believe might be the most pressing problem. Collect additional low-inference data to confirm your hypothesis of the most pressing problem.				
Guidepost	Essential Question: <i>Is this true for at least 80% of students?</i>		If not, why not? Identify strands related to what you think might be the pressing problem.	
Guidepost 2: Culture	Are students joyfully engaged in a positive learning environment?	Yes No	i. Classrooms Routines & Procedures ii. Behavioral Expectations iii. Maximize Learning Time iv. Culture of Joy	v. Response to Behavior vi. Sense of Belonging vii. Physical Environment
Guidepost 3: Ownership	Are students doing the thinking?	Yes No	i. Think Ratio ii. Students Complete Work	iii. Students Provide Evidence iv. Students Respond to Peers
Guidepost 4: Using Data	Are students demonstrating that they are learning?	Yes No	i. Students Receive Feedback ii. Data-Based Adjustments	iii. Impact of Adjustments iv. Student Tracking

Collect Low Inference Data on the Strand(s) You Identified Above. Use the rubric low inference guide to identify data to collect.

<i>Most Pressing Problem</i>	<i>Low Inference Evidence</i>
<p>Guidepost:</p> <p>Strand:</p>	

4. Now what?

Ask: Now what?

- a. **Identify the highest leverage teacher skill.**
 - i. Go to the [Best Practices Library](#) and click on the **guidepost** and then the **strand** you identified as the most pressing problem. There you will find a waterfall of teacher skills starting with the most foundational skill.
 - ii. Identify the highest leverage teacher skill by asking which skill is most likely to address the most pressing problem and improve student learning.
- b. **Write an action step** by clicking on the one pager aligned to the highest leverage teacher skill. Adapt the action step in the one pager for your teacher/context.
- c. **Plan to coach!** Use the resources in the Best Practices one pager to assist you in preparing for coaching your teacher to mastery on this skill.

<i>Action Step for the Highest Leverage Teacher Skill</i>	<i>Plan for Coaching</i>

Guideposts for Excellent Teaching - Rubric Structure

The GET Rubric includes the following for each Guidepost:

Full Rubric (Page 1)

The first page of each Guidepost lists full strand descriptors which are used to differentiate five levels of performance: Pre-Novice, Novice, Proficient, Advanced, and Exceptional. *Note that the exceptional descriptors are on the bottom.*

Guidepost 3: OWNERSHIP - Are students doing the thinking?				
	Pre-Novice Less than 50%	Novice 50%-79%	Proficient 80%-89%	Advanced 90% +
# Think Ratio	Less than 70% of the class time, students are engaged in work (including practices aligned to the discipline)	At least 70% of the class time, students are engaged in work (including practices aligned to the discipline)	At least 80% of the class time, students are engaged in work (including practices aligned to the discipline)	At least 80% of the class time, students are engaged in work (including practices aligned to the discipline)
# Students Complete Work	Less than 50% of students complete work aligned to the rigor of the objective, IEP goals, and/or DI skill during the lesson (i.e., reading, writing, discussion, analysis, computation, playing, competing, or problem solving)	50-79% of students complete work aligned to the rigor of the objective, IEP goals, and/or DI skill during the lesson (i.e., reading, writing, discussion, analysis, computation, playing, competing, or problem solving)	80-89% of students complete work aligned to the rigor of the objective, IEP goals, and/or DI skill during the lesson (i.e., reading, writing, discussion, analysis, computation, playing, competing, or problem solving)	90% or more of students complete work aligned to the rigor of the objective, IEP goals, and/or DI skill during the lesson (i.e., reading, writing, discussion, analysis, computation, playing, competing, or problem solving)
# Students Provide Evidence	Less than 50% of students provide grade-level and/or IEP-aligned spoken or written evidence to support their thinking using academic language and complete sentences (or on-level spoken language, for DI students)	50-79% of students provide grade-level and/or IEP-aligned spoken or written evidence to support their thinking using academic language and complete sentences (or on-level spoken language, for DI students)	80-89% of students provide grade-level and/or IEP-aligned spoken or written evidence to support their thinking using academic language and complete sentences (or on-level spoken language, for DI students)	90% or more of students provide grade-level and/or IEP-aligned spoken or written evidence to support their thinking using academic language and complete sentences (or on-level spoken language, for DI students)
# Students Respond to Peers	Students respond negatively to their peers' thinking, ideas, or answers	Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback	Students respond to their peers' thinking, ideas or answers and provide feedback to their classmates	Students respond to and build on their peers' thinking, ideas or answers
Exceptional (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated) <ul style="list-style-type: none"> Students synthesize diverse perspectives or points of view during the lesson. Students independently show enthusiasm and interest in taking on advanced or more challenging content. In DI, students correct self and others during paired reading and/or when the teacher gives feedback for writing, students can self-correct their work using the teacher's feedback. 				

Low-Inference Evidence Tool (Page 2)

The second pages of Guideposts 1-4 provide examples of low-inference evidence aligned with the strands of the GET rubric. In addition, there is space to collect evidence for each strand descriptor, and to provide a brief evidence summary and rating, based on preponderance of evidence during a classroom observation. This space could also be used for individual self-reflection. Guidepost 5 includes a space for teachers and coaches to collect evidence and artifacts over time.

Guidepost 3: OWNERSHIP - Are students doing the thinking?						
Strand Expectation		Recommended Low-Inference Evidence to Collect	Pre-Novice ≤ 50%	Novice 50%-79%	Proficient 80%-89%	Advanced 90% +
The teacher follows planned opportunities to release thinking to students.		<ul style="list-style-type: none"># of planned opportunities to release thinking to students# of times teacher executes planned opportunities				
I Think Ratio						
I Students Complete Work	Students complete work aligned to the rigor of the objective, IEP goals, and/or DI skill during the lesson, such as reading, writing, discussion, analysis, computation, playing, competing, or problem solving, given the focus of the lesson.	<ul style="list-style-type: none"># of students completing work aligned to rigor or objective, IEP goal, and/or DI skill# of students completing work that is low rigor/approaching objective and/or IEP goal or DI skill				
	Students provide grade-level and/or IEP-aligned spoken or written evidence to support their thinking using academic language and complete sentences (or on-level spoken language, for DI students).	<ul style="list-style-type: none"># of students providing meaningful oral or written evidence to support thinking# of students using academic language# of students answering in complete sentences (or on-level spoken language, for DI)				
I Students Respond to Peers	Students respond to and build on their peers' thinking, ideas or answers.	<ul style="list-style-type: none"># of opportunities for students to build on peer's thinking/answers# of students that respond and build on peer's thinking/answers				
	Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when students do not agree with the response.	<ul style="list-style-type: none">ADVANCED: Evidence of constructive/productive feedback from students				
Exceptional If all descriptors for "Advanced" are met, determine if at least one of the following types of evidence is also demonstrated)						Yes No
Students synthesize diverse perspectives or points of view during the lesson.						
Students independently show enthusiasm and interest in taking on advanced or more challenging content.						
In DI, students correct self and others during paired reading and/or when the teacher gives feedback for writing, students can self-correct their work using the teacher's feedback.						
Evidence Summary			Overall Rating for Ownership			
			PN	N	P	A
						E

The GET Rubric and supporting resources are written as a 'waterfall'.

What does that mean? Just like water in a waterfall starts at the top and falls to the bottom, so you should prioritize the Guidepost, strand, or skill at the top and then move down.

Guideposts

Content is the first Guidepost in the GET because we know effective teaching requires a clear & strong plan.

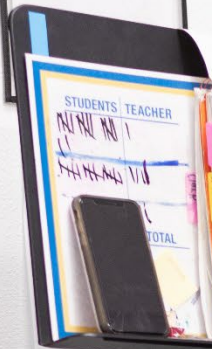
Strands

The first strand in every Guidepost is foundational to that Guidepost's essential question. Students cannot be engaged in a joyful learning environment in classroom without systems & procedures (2: i). Students cannot demonstrate they are learning if the teacher isn't checking for their understanding (4: i).

Teacher Waterfall Skills

The Teacher Waterfall Skills section of the [Best Practices Library](#) Hub site follows this waterfall method as well. All teacher skills are listed under their corresponding strand and in order with the most foundational at the top.



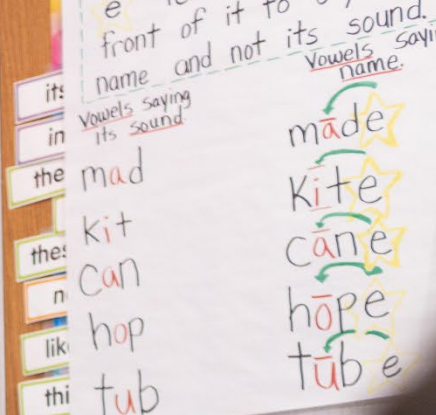


February 13, 2020 Mrs. Juarez SKILL

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Beware



Guidepost 1: CONTENT - Are students engaged in content aligned to the appropriate standards for their subject and grade?

Our students cannot be college- or career-ready if they are not given regular access to rigorous, grade-appropriate content. In fact, a recent study found that students who consistently engage with grade-appropriate content experience the equivalent of nearly two additional months of learning! But how do we ensure students have access to strong content? Research shows that the most effective teachers “are able to mentally walk through their lessons beforehand”. This Guidepost gathers evidence that teachers have engaged in this mental preparation, including developing exemplar student responses, and internalizing instructional materials. We **#AchieveAcademicExcellence** by planning learning opportunities designed to advance students on their path towards college.

A: Unit/Module Internalization

Before teachers plan to teach lessons, they must internalize the full unit of study to understand the end goals, summative assessment demands, and the arc of lessons and experiences that will prepare students to show mastery on the unit or module assessment. Guidepost 1A is written to reflect the knowledge, skills, & actions necessary to be able execute full units or modules. *Note: DI Units are the equivalent to every Mastery Test; ESE/SPED Units are tied to DISE or Quarterly IEP-Aligned progress monitoring.*

	Pre-Novice	Novice	Proficient	Advanced
	Less than 50%	50%-79%	80%-89%	90% +
<i>I: Unit Scope</i>	<p>The teacher has not internalized the scope of the unit.</p> <p>For DI Curriculum only, rate the following:</p> <ul style="list-style-type: none"> - Teacher summarizes less than 50% of the learning goals and/or state standards. - Teacher summarizes the relationship between less than 50% of the mastery test and key DIBELS/RenStar measures. 	<p>The teacher summarizes all of the following with some inaccuracies:</p> <ul style="list-style-type: none"> - what students need to know and do regarding the unit/module goals - how content mastery is developed throughout the unit - key models or strategies <p>Teacher annotates texts with key points and ideas.</p> <p>For DI Curriculum only, rate the following:</p> <ul style="list-style-type: none"> - Teacher summarizes 50-79% of the learning goals and/or state standards for the exercises/tasks being assessed in the mastery test. - Teacher summarizes the relationship between 50-79% of the mastery test and key DIBELS/RenStar measures. 	<p>The teacher accurately summarizes all of the following:</p> <ul style="list-style-type: none"> - what students need to know and do regarding the unit/module goals - how content mastery is developed throughout the unit - key models or strategies <p>Teacher annotates texts with key points and ideas.</p> <p>For DI Curriculum only, rate the following:</p> <ul style="list-style-type: none"> - Teacher summarizes 80-89% of the learning goals and/or state standards for the exercises/tasks being assessed in the mastery test. - Teacher summarizes the relationship between 80-89% of the mastery test and key DIBELS/RenStar measures. 	<p>The teacher accurately summarizes all of the following:</p> <ul style="list-style-type: none"> - what students need to know and do regarding the unit/module goals - how content mastery is developed throughout the unit - key models or strategies - standard boundaries (part of the standard taught/assessed) <p>Teacher annotates texts with key points and ideas.</p> <p>For DI Curriculum only, rate the following:</p> <ul style="list-style-type: none"> - Teacher summarizes 90% or more of the learning goals and/or state standards for the exercises/tasks being assessed in the mastery test. - Teacher summarizes the relationship between 90% or more of the mastery test and key DIBELS/RenStar measures.
<i>II: Grade-Level Mastery</i>	<p>The teacher has not internalized what grade level mastery looks like.</p> <p>For DI Curriculum only, rate the following:</p> <p>Teacher answers the way students are expected to for less than 50% of the unit mastery test.</p>	<p>The teacher partially internalizes what grade level mastery looks like by completing unit test(s) (such as LAs, topic quizzes, mid modules, end of unit exams, performance assessments, etc.)</p> <p>For DI Curriculum only, rate the following:</p> <ul style="list-style-type: none"> - Teacher answers the way students are expected to for 50-79% of the unit mastery test. 	<p>The teacher internalizes what grade level mastery looks like by completing unit test(s) (such as LAs, topic quizzes, mid modules, end of unit exams, performance assessments, etc.) and:</p> <ul style="list-style-type: none"> - Answers the way students are expected to with multiple strategies or answers, if applicable, OR - Annotates the provided assessment exemplar and identified key strategies students may use. <p>For DI Curriculum only, rate the following:</p> <ul style="list-style-type: none"> - Teacher answers the way students are expected to for 80-89% of the unit mastery test. 	<p>The teacher completely internalizes what grade level mastery looks like by completing unit test(s) (such as LAs, topic quizzes, mid modules, end of unit exams, performance assessments, etc.) and:</p> <ul style="list-style-type: none"> - Answers the way students are expected to with multiple strategies or answers, if applicable, OR - Annotates the provided assessment exemplar and identified key strategies students may use. AND - Identifies misconceptions, academic vocabulary, and background knowledge/pre-requisite skills needed. <p>For DI Curriculum only, rate the following:</p> <ul style="list-style-type: none"> - Teacher answers the way students are expected to for 90% or more of the unit mastery test and identified misconceptions, academic vocabulary, and background knowledge/pre-requisite skills needed.
<i>III: Unit Sequence</i>	<p>The teacher has not internalized the sequence of the unit.</p> <p>For DI Curriculum only, rate the following:</p> <p>Teacher notes less than 50% of key exercises/tasks in upcoming lessons aligned to the mastery test and literacy skills for their grade-level measured in the DIBELS/RenStar assessment.</p>	<p>The teacher internalizes the sequence of the unit by:</p> <ul style="list-style-type: none"> - Identifying when new vocabulary will be introduced - Identifying when new concepts will be introduced <p>For DI Curriculum only, rate the following:</p> <ul style="list-style-type: none"> - Teacher notes 50-79% of key exercises/tasks in upcoming lessons aligned to the mastery test and literacy skills for their grade-level measured in the DIBELS/RenStar assessment. 	<p>The teacher internalizes the sequence of the unit by:</p> <ul style="list-style-type: none"> - Identifying when new vocabulary will be introduced - Identifying when new concepts will be introduced - Identifying how the objectives build towards standards mastery <p>For DI Curriculum only, rate the following:</p> <ul style="list-style-type: none"> - Teacher notes 80-90% of key exercises/tasks in upcoming lessons aligned to the mastery test and literacy skills for their grade-level measured in the DIBELS/RenStar assessment. 	<p>The teacher internalizes the sequence of the unit by:</p> <ul style="list-style-type: none"> - Identifying when new vocabulary will be introduced - Identifying when new concepts will be introduced - Identified how the objectives build towards standards mastery - Identifying how the unit builds upon previous units' content and content from lessons already completed in current unit. <p>For DI Curriculum only, rate the following:</p> <ul style="list-style-type: none"> - Teacher notes 90% or more of key exercises/tasks in upcoming lessons aligned to the mastery test and literacy skills for their grade-level measured in the DIBELS/RenStar assessment.

A: Unit/Module Internalization (continued)

<i>IV: Plan for Misconceptions</i>	The teacher has not identified or planned for student misconceptions.	<p>The teacher identifies potential student misconceptions.</p> <p>For DI Curriculum only, rate the following:</p> <p>Teacher identifies misconceptions students may have on key exercises/tasks in upcoming lessons aligned to the mastery test.</p>	<p>The teacher identifies potential student misconceptions and when they might occur throughout the unit for all students, including (SPED, EL/EB/ESOL, MTSS/RTI, 504, DIBELS, etc.)</p> <p>For DI Curriculum only, rate the following:</p> <p>Teacher identifies misconceptions students may have on key exercises/tasks in upcoming lessons aligned to the mastery test and names specific strategies to address misconceptions.</p>	<p>The teacher identifies potential student misconceptions and when they might occur throughout the unit for all students, including (SPED, EL/EB/ESOL, MTSS/RTI, 504, DIBELS, etc.) and devises a plan to reteach the concept prior to the end of the unit.</p> <p>For DI Curriculum only, rate the following:</p> <p>Teacher identifies misconceptions students may have on key exercises/tasks in upcoming lessons aligned to the mastery test and literacy skills measured in DIBELS/RenStar and names specific strategies to address misconceptions.</p>
<i>V: Unit Customization</i>	The teacher has not customized the unit based on student achievement data.	<p>The teacher customizes the unit based on student achievement data by doing the following:</p> <ul style="list-style-type: none"> - Plans to support priority students (SPED, EL/EB/ESOL, MTSS/RTI, 504, DIBELS, etc.) using the Accommodation Snapshot and knowledge of students <p>For DI Curriculum only, rate the following:</p> <p>Teacher identifies planned supports for priority students (SPED, EL/EB/ESOL, MTSS/RTI, 504, DIBELS, etc.) using the Accommodation Snapshot and knowledge of students</p>	<p>The teacher customizes the unit based on student achievement data by doing the following:</p> <ul style="list-style-type: none"> - Plans to support priority students (SPED, EL/EB/ESOL, MTSS/RTI, 504, DIBELS, etc.) using the Accommodation Snapshot and knowledge of students - Identifies when pre-teaching pre-requisite knowledge and skills might be required for some student groups. <p>For DI Curriculum only, rate the following:</p> <p>Teacher identifies planned supports for priority students (SPED, EL/EB/ESOL, MTSS/RTI, 504, DIBELS, etc.) using the Accommodation Snapshot and knowledge of students and identifies spiraled activities for do now's/warm-ups/exit tickets/DIBELS/RenStar intervention for upcoming mastery tests.</p>	<p>The teacher customizes the unit based on student achievement data by doing the following:</p> <ul style="list-style-type: none"> - Plans to support priority students (SPED, EL/EB/ESOL, MTSS/RTI, 504, DIBELS, etc.) using the Accommodation Snapshot and knowledge of students - Identifies when pre-teaching pre-requisite knowledge and skills might be required for some student groups. - Spirals content from previous units based on assessment data. <p>For DI Curriculum only, rate the following:</p> <p>Teacher identifies planned supports for priority students (SPED, EL/EB/ESOL, MTSS/RTI, 504, DIBELS, etc.) using the Accommodation Snapshot and knowledge of students and identifies spiraled activities for do now's/warm-ups/exit tickets/DIBELS/RenStar intervention for upcoming mastery tests and for all upcoming and previously not mastered skills.</p>
<p>Exceptional (All descriptors for “Advanced” are met, and at least one of the following types of evidence is demonstrated)</p>				
<ul style="list-style-type: none"> • Teacher makes customizations to the unit/module that increase the rigor to be college ready (technology integration, project-based learning, etc.) • Teacher customizes the unit/module in a way that connects back to their context, culture, and/or community. 				

Guidepost 1A: CONTENT – Unit/Module Internalization

Strand Expectation		Recommended Low-Inference Evidence to Collect	Pre-Novice	Novice	Proficient	Advanced		
			< 50%	50%-79%	80%-89%	90% +		
I: Unit Scope	Teacher internalizes the scope of the unit: what students need to know and do, how content mastery is developed, annotates texts/models/strategies, and notes standard boundaries.	<ul style="list-style-type: none">Annotated Know/DoNoted standard boundariesAnnotated texts, models & strategiesSummary of unitDI: % of learning goals/state standards summarizedDI: summary of DIBELS alignment						
II: Grade-Level Mastery	Teacher internalizes what grade level mastery looks like: completes unit/module assessments, creates exemplars or annotates curriculum exemplars (when applicable), and identifies misconceptions, academic vocabulary, and background knowledge/pre-requisite skills.	<ul style="list-style-type: none"># of Unit/module assessment or mastery test exemplars# of misconceptions identified# of academic vocabulary words identified# of background knowledge/pre-requisite skills identifiedDI: % of unit mastery test annotated						
III: Unit Sequence	Teacher internalizes the sequence of the unit: identifies when new vocabulary and concepts will be introduced, how the objectives build towards standards mastery throughout the unit, and how the unit’s content builds upon previous units’ content.	<ul style="list-style-type: none">New vocabulary and concepts identifiedAnnotated objectivesInternalized contentDI: summary of exercises/tasks/key DIBLES measures						
IV: Plan for Misconceptions	Teacher identifies potential student misconceptions: makes note of possible misconceptions including when they might occur and devises a plan to reteach.	<ul style="list-style-type: none"># of noted misconceptions<ul style="list-style-type: none"># of reteach plansDI: # of specific strategies						
V: Unit Customization	Teacher customizes the unit based on student achievement data: plans to support priority students, identifies pre-requisite knowledge and skills, and spirals in content from previous units based on assessment data.	<ul style="list-style-type: none"># of plans to support priority students (SPED, EL/EB/ESOL, MTSS/RTI, 504, DIBELS, etc.)<ul style="list-style-type: none">Student initials with accommodations from Accommodation Snapshot# of pre-requisite knowledge/skills to pre-teachSpiraled content/activities						
Exceptional (If all descriptors for “Advanced” are met, determine if at least one of the following types of evidence is also demonstrated)						Yes	No	
• Teacher makes customizations to the unit/module that increase the rigor to be college ready (technology integration, project-based learning, etc.)								
• Teacher customizes the unit/module in a way that connects back to their context, culture, and/or community.								
Evidence Summary				Overall Rating for Content 1A				
				PN	N	P	A	E

B: Lesson Internalization/Planning

Many grades and content areas across IDEA utilize curriculum that include lesson plans that are already prepared for teachers: Direct Instruction, Eureka, Wit & Wisdom, to name a few. These lessons still require internalization to be taught well and reach **#AcademicExcellence**. Some grades and content areas at IDEA still require teachers to plan and write their own lessons. Guidepost 1B is written to reflect the knowledge, skills, & actions necessary to be able execute pre-written lessons **and** is written to include the components & actions necessary for a teacher to write and execute strong lessons.

Pre-Novice		Novice	Proficient	Advanced
Less than 50%		50%-79%	80%-89%	90% +
<i>I: Lesson Scope</i>	No attempt or attempt is inaccurate	<p>Teacher makes note of or highlights the purpose of each lesson component and how it aligns to the objective in lesson materials.</p> <p>If applicable, teacher includes language objectives for EL students that include <u>one</u> language domains (speaking, listening, writing, and reading).</p> <p>When teachers write the lesson, the lesson objective includes <u>two</u> of the following: Skill, Concept, Context, and by statement.</p>	<p>Teacher makes note of or highlights the purpose of each lesson component and how it aligns to the objective in lesson materials and there is a know/do chart aligned to the objective.</p> <p>If applicable, teacher includes language objectives for EL students that include <u>two</u> language domains (speaking, listening, writing, and reading) with one of them being speaking or writing.</p> <p>When teachers write the lesson, the lesson objective includes <u>three</u> of the following: Skill, Concept, Context, and by statement.</p>	<p>Teacher makes note of or highlights the purpose of each lesson component and how it aligns to the objective in lesson materials, there is a know/do chart, and the teacher has documented students know/do milestones throughout the lesson (where elements are introduced, practiced, etc.).</p> <p>If applicable, teacher includes language objectives for EL students that include <u>three or more</u> language domains (speaking, listening, writing, and reading) with two of them being speaking and writing.</p> <p>When teachers write the lesson, the lesson objective includes <u>all</u> of the following: Skill, Concept, Context, and by statement.</p>
<i>II: Exemplars</i>	No attempt or attempt is inaccurate	<p>Teacher completes the lesson assessment (i.e., exit ticket, performance task, etc.) at the expected level of mastery and identifies the criteria for success aligned to the lesson objective.</p>	<p>Teacher completes the lesson assessment (i.e., exit ticket, performance task, etc.) at the expected level of mastery and identifies the criteria for success aligned to the lesson objective.</p> <p>In addition, 80-89% of student work throughout the lesson is completed at the expected level of mastery.</p>	<p>Teacher completes the lesson assessment (i.e., exit ticket, performance task, etc.) at the expected level of mastery and identifies the criteria for success aligned to the lesson objective.</p> <p>In addition, 90-100% of student work throughout the lesson is completed at the expected level of mastery.</p>
<i>III: Plan for Ownership</i>	Less than 70% the lesson is planned to engage students in work (including practices aligned to the discipline).	<p>At least 70% the lesson is planned to engage students in work (including practices aligned to the discipline).</p>	<p>At least 80% of the lesson is planned to engage students in work (including practices aligned to the discipline).</p> <p>Teacher has identified the engagement strategies that will be used throughout the lesson (e.g. turn and talk, white boards, etc.).</p>	<p>All work planned for students to engage in is at—or in preparation for—the level of the lesson objective.</p> <p>Teacher has identified the engagement strategies that will be used throughout the lesson (e.g. turn and talk, white boards, etc.).</p>
<i>IV: Pacing</i>	No attempt or attempt is inaccurate	<p>The teacher has planned how they will use every minute of class.</p>	<p>The teacher has planned how they will use every minute of class.</p> <p>The teacher adapted the curriculum to the length of the class period. If the teacher is planning the lesson, the lesson is designed to be completed within the length of a single class period.</p>	<p>The teacher has planned how they will use every minute of class.</p> <p>The teacher adapted the curriculum to the length of the class period without sacrificing critical lesson components supporting mastery. If the teacher is planning the lesson, the lesson is designed to be completed within the length of a single class period.</p>
<i>V: Plan for Feedback</i>	No attempt or attempt is inaccurate	<p>The teacher plans multiple opportunities to provide all students whole group and individual feedback.</p>	<p>The teacher plans multiple opportunities to provide all students whole group and individual feedback, prioritizing providing feedback at key learning moments in the lesson (e.g., when elements of know/do are covered).</p> <p>For most feedback moments, the teacher has planned the criteria for success.</p>	<p>The teacher plans multiple opportunities to provide all students whole group and individual feedback, prioritizing providing feedback at key learning moments in the lesson (e.g., when elements of know/do are covered).</p> <p>For most feedback moments, the teacher has done all the following:</p> <ol style="list-style-type: none"> 1. Planned the criteria for success 2. Anticipated possible student misconceptions 3. Scripted questions and responses aligned to possible misconceptions. 4. DI: Noted the proper “Error Correction Procedures” for course correction

B: Lesson Internalization/Planning (continued)

<i>VI: Student Supports</i>	No attempt or inaccurate	As applicable, the teacher has shared lesson plan/internalization with in-class support teacher in time for them to review the lesson prior to lesson delivery.	As applicable, the teacher has shared lesson plan/internalization with in-class support teacher in time for them to review the lesson prior to lesson delivery. The teacher has planned scaffolds, accommodations, & modifications applicable to the lesson for all students needing additional support, including supports outlined in documented learning plans as applicable (IEPs, EB/EL/ESOL, 504, RTI).	As applicable, the teacher has shared lesson plan/internalization with in-class support teacher in time for them to review the lesson prior to lesson delivery. The teacher has planned scaffolds, accommodations, & modifications applicable to the lesson for all students needing additional support, including supports outlined in documented learning plans as applicable (IEPs, EB/E/ESOL, 504, RTI). The teacher has planned extension activities/questions for students who finish early or have already reached mastery of the objective.
Exceptional (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)				
<ul style="list-style-type: none"> • Opportunities for re-teach or extension are identified. • Students will make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives. • Tech apps are being used to address student learning gaps or extend student learning, as outlined in the curriculum. • All students' experiences are acknowledged and valued by teacher, such as incorporating inclusive vocabulary during the lesson and/or activating shared prior knowledge and leveraging students' experiences. 				

Guidepost 1B: CONTENT – Lesson Internalization/Planning

Strand Expectation		Recommended Low-Inference Evidence to Collect	Pre-Novice	Novice	Proficient	Advanced		
			<50%	50%-79%	80%-89%	90% +		
I: Lesson Scope	Teacher has notes/highlighting of the purpose of the lesson and alignment to the objective. Teacher written objectives include Content, Cognition, Context, and by statement.	<ul style="list-style-type: none">Notes/highlighting of the purposeKnow/Do chart# of milestones documented# of language objectives that include:<ul style="list-style-type: none">Speaking, listening, writing, and readingTeacher written lessons - # of objectives that include:<ul style="list-style-type: none">Skill, Content, Context, and by statements						
II: Exemplars	Teacher has completed exit tickets at the expected level of mastery.	<ul style="list-style-type: none"># of exit ticket exemplar responses that reflect masteryCriteria for success for exit ticket/lesson assessment						
III: Plan for Ownership	Teacher has planned for students to engage in work.	<ul style="list-style-type: none">% of time students will engage in work# of planned engagement strategies						
IV: Pacing	Teacher has planned for every minute of class to complete the lesson within the class period and (if applicable) adjusted the curriculum to the length of the class period.	<ul style="list-style-type: none">Plan for using every minute of class (i.e., a time stamped agenda or times noted throughout the lesson)						
V: Plan for Feedback	Teacher has planned multiple opportunities for feedback at key learning moments and has identified questions and corrections aligned to CFS.	<ul style="list-style-type: none"># of planned opportunities for feedback# of questions and corrections that are aligned to CFS# of possible misconceptions# of planned opportunities to address misconceptions						
VI: Student Supports	Teacher has shared plan/internalization with in-class support teacher, planned for accommodations & modifications for (IEPs, EB/EL/ESOL, 504, RTI), and differentiated materials for specific students and/or groups.	<ul style="list-style-type: none">Evidence that plan was shared with in-class support teacher# of scaffolds, accommodations and modifications# of extension activities/questions						
Exceptional (If all descriptors for “Advanced” are met, determine if at least one of the following types of evidence is also demonstrated)					Yes	No		
<ul style="list-style-type: none">Opportunities for re-teach or extension are identified								
<ul style="list-style-type: none">Students will make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives.								
<ul style="list-style-type: none">Tech apps are being used to address student learning gaps or extend student learning, as outlined in the curriculum.								
<ul style="list-style-type: none">All students’ experiences are acknowledged and valued by teacher, such as incorporating inclusive vocabulary during the lesson and/or activating shared prior knowledge and leveraging students’ experiences.								
Evidence Summary				Overall Rating for Content 1B				
				PN	N	P	A	E

C: IEP Year Planning for SPED In Class Support

Our students are supported when our teachers have planned ahead to support students in class effectively. Preparing for in class support will provide clear guidance and set high expectations for special education teachers as well as ensuring equal access to the curriculum for our scholars with special needs. Special education teachers will increase impact in the classroom and increase student achievement for our scholars with special needs when they prepare for in class supports prior to beginning the new school year, and prior to conducting service minutes #WeAchieveAcademicExcellence #WeEnsureEquity

Pre-Novice		Novice	Proficient	Advanced
Less than 50%		50%-79%	80%-89%	90% +
<i>I: PLAAFP</i>	Prior to the beginning of the IEP year, the special education teacher providing in-class support has not created or updated a PLAAFP(s) for the new year.	Prior to the beginning of the IEP year, the special education teacher providing in-class support has written/updated the PLAAFP(s) of the students IEP by writing the students' strengths and weaknesses for the content.	Prior to the beginning of the IEP year, the special education teacher providing in-class support has written/updated the PLAAFP(s) of the students IEP by doing ALL of the following: <ul style="list-style-type: none"> - Gather information from evaluations, classroom data, accommodations and/or modifications, information from the family, and additional supports. - Write observable and measurable baseline data that identify the student's strengths and critical areas of need. - Write the eligibility and name strengths and weaknesses in the enrolled grade-level curriculum and in functional areas. - For transition age students, write areas of education (post-secondary, continuing, adult), vocational/ employment, independent living, adult services, and/or community participation. 	Prior to the beginning of the IEP year, the special education teacher providing in-class support has written/updated the PLAAFP(s) of the students IEP by doing ALL of the following: <ul style="list-style-type: none"> - Gather and conduct meetings to review information received from evaluations, classroom data, accommodations and/or modifications, information from the family, and additional supports. - Researching and developing partnerships with outside agencies to consult/collect additional data to support needs. - Write observable and measurable baseline data that identify the student's strengths and critical areas of need. - Write the eligibility and name strengths and weaknesses in the enrolled grade-level curriculum and in functional areas - For transition age students, write areas of education (post-secondary, continuing, adult), vocational/ employment, independent living, adult services, and/or community participation.
<i>II: Goal</i>	Prior to the beginning of the IEP year, the special education teacher providing in-class support has not written/updated SMART goals including: timeframe, condition, behavior, and criteria for weaknesses in students IEP.	Prior to the beginning of the IEP year, the special education teacher providing in-class support has written/updated SMART goals including: timeframe, condition, behavior, and criteria for most weaknesses in students IEP.	Prior to the beginning of the IEP year, the special education teacher providing in-class support has written/updated SMART Goals for each students IEP by doing two of the following: <ul style="list-style-type: none"> - Utilizing the PLAAFP, identify the student weaknesses - Sometimes uses vertical alignment of the standard to identify at which grade level the goal will be written - Writes a SMART goal including: timeframe, condition, behavior, and criteria for most weaknesses 	Prior to the beginning of the IEP year, the special education teacher providing in-class support has written/updated SMART Goals for each students IEP by doing ALL of the following: <ul style="list-style-type: none"> - Utilizing the PLAAFP, identify the student weaknesses - Always uses vertical alignment of the standard to identify at which grade level the goal will be written - Writes a SMART goal including: timeframe, condition, behavior, and criteria for ALL weaknesses
<i>III: Objectives</i>	Prior to the beginning of the IEP year the special education teacher providing in-class support does not write objectives that align to the goal.	Prior to the beginning of the IEP year the special education teacher providing in-class support writes objectives aligned to most goals in the IEP.	Prior to the beginning of the IEP year the special education teacher providing in-class support writes objectives to the goals by meeting two of the following criteria: <ul style="list-style-type: none"> - Objectives are aligned to the goal - Objectives are attainable within the quarter - Objectives clearly identify the observable, measurable behaviors or outcomes that will demonstrate mastery 	Prior to the beginning of the IEP year the special education teacher providing in-class support writes objectives to the goals by meeting ALL of the following criteria: <ul style="list-style-type: none"> - Objectives are aligned to the goal - Objectives are attainable within the quarter - Objectives clearly identify the observable, measurable behaviors or outcomes that will demonstrate mastery
<i>IV: Writing Accommodations/ Modifications</i>	Prior to the beginning of the IEP year, the special education teacher providing in-class support has not collaborated with the general education teacher to identify or write for student accommodations/modifications.	Prior to the beginning of the IEP year, the special education teacher providing in-class support has collaborated with the general education teacher to identify and write accommodations and modifications for most goals.	Prior to the beginning of the IEP year, the special education teacher providing in-class support has collaborated with the general education teacher to do two of the following: <ul style="list-style-type: none"> - Identify and write accommodations and modifications for most goals - Accommodations and/or modifications mostly align to the student weaknesses in the PLAAFP to support - All persons with educational interest receive a copy of the final teacher bundle including the accommodations/modifications snapshot 	Prior to the beginning of the IEP year, the special education teacher providing in-class support has collaborated with the general education teacher to do the ALL of the following: <ul style="list-style-type: none"> - Identify and write accommodations and modifications for ALL goals - Accommodations and/or modifications always align to the student weaknesses in the PLAAFP to support - All persons with educational interest receive a copy of the final teacher bundle including the accommodations/modifications snapshot
Exceptional (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)				
<ul style="list-style-type: none"> • SMART goals include special modifications/accommodations that capitalize on student strengths in the PLAAFP. • Objectives include special modifications/accommodations that capitalize on student strengths in the PLAAFP. • Accommodations and or modifications included, capitalize on student strengths in the PLAAFP. 				

Guidepost 1C: CONTENT – IEP Year Planning for SPED In Class Support

Strand Expectation		Recommended Low-Inference Evidence to Collect	Pre-Novice	Novice	Proficient	Advanced		
			<50%	50%-79%	80%-89%	90% +		
I: PLAAFP	Prior to the beginning of the IEP year, the special education teacher providing in-class support has written/updated the PLAAFP(s) of the students IEP by writing the eligibility and naming how it affects the student in the content. Writing the students’ strengths and weaknesses for the content. Writing current progress for the skill/concept.	<ul style="list-style-type: none">• Student eligibilities• Student areas of strengths & weaknesses• Student current progress<ul style="list-style-type: none">◦ *Access this info through States IEP System						
II: Goal	The special education teacher providing in-class support has written/Updated SMART Goals for each students IEP by utilizing the PLAAFP, identify the student weaknesses and vertically align the standard to identify which grade level the goal will be written at	<ul style="list-style-type: none">• The goal is written down• The goals are easily accessible• The goal(s) meets the criteria for time, clarity, observable and/or measurable, and vertically aligned to the standard<ul style="list-style-type: none">◦ *Access this info through States IEP System						
III: Objectives	The special education teacher providing in-class support writes objectives to the goals that are aligned to the goal, attainable within the quarter, and clearly identify the observable, measurable behaviors or outcomes that will demonstrate mastery	<ul style="list-style-type: none">• The objective(s) is written down• The objective(s) are easily accessible• The objective(s) meets the criteria for time, clarity, observable and/or measurable, and vertical alignment to goal<ul style="list-style-type: none">◦ *Access this info through States IEP System						
IV: Writing Accommodations/ Modifications	The special education teacher providing in-class support has collaborated with the general education teacher to identify and write accommodations and modifications for goals that align to the student weaknesses in the PLAAFP. Teacher receives a copy of the accommodation/modification snapshot	<ul style="list-style-type: none">• Established regular/ongoing collaboration time with general education teacher• Added accommodations and/or modifications to IEP aligned to student goals and objectives.• Completed the accommodation in IEP and distributed snapshot to all persons with an educational interest						
Exceptional (If all descriptors for “Advanced” are met, determine if at least one of the following types of evidence is also demonstrated)						Yes	No	
• SMART goals include special modifications/accommodations that capitalize on student strengths in the PLAAFP.								
• Objectives include special modifications/accommodations that capitalize on student strengths in the PLAAFP.								
• Accommodations and or modifications included, capitalize on student strengths in the PLAAFP.								
Evidence Summary				Overall Rating for Content 1C				
				PN	N	P	A	E

D: Lesson Preparation for SPED In Class Support

Our students are supported when our teachers have planned ahead to support students in class effectively. Preparing for in class support will provide clear guidance and set high expectations for special education teachers as well as ensuring equal access to the curriculum for our scholars with special needs. Special education teachers will increase impact in the classroom and increase student achievement for our scholars with special needs when they prepare for in class supports prior to beginning the new school year, and prior to conducting service minutes #WeAchieveAcademicExcellence #WeEnsureEquity

	Pre-Novice	Novice	Proficient	Advanced
	Less than 50%	50%-79%	80%-89%	90% +
<i>I: Preparing to conduct IEP Service Minutes</i>	Prior to providing weekly IEP minutes, the special education teacher providing in-class support has not reviewed student service schedule or general education teacher plans	Prior to providing weekly IEP minutes, the special education teacher providing in-class support prepares by reviewing the service schedule for the upcoming week.	Prior to providing weekly IEP minutes, the special education teacher providing in-class support prepares by doing two of the following: <ul style="list-style-type: none"> - Review the service schedule for the upcoming week and determine which general education teacher internalization lessons need to be accessed - Review the lesson internalization and determine what in-class support is to be provided - Collaborate with the general education teacher to align in-class support to be provided 	Prior to providing weekly IEP minutes, the special education teacher providing in-class support prepares by doing ALL of the following: <ul style="list-style-type: none"> - Review the service schedule for the upcoming week and determine which general education teacher internalization lessons need to be accessed - Review the lesson internalization and determine what in-class support is to be provided - Collaborate with the general education teacher to align in-class support to be provided
<i>II: Monitoring Accommodations</i>	While providing service minutes, the special education teacher providing in-class support does not monitor accommodations.	While providing service minutes, the special education teacher providing in-class support uses the students' accommodations while providing service minutes.	While providing service minutes, the special education teacher providing in-class support does two of the following: <ul style="list-style-type: none"> - Has accommodations snapshot, General Education Internalized Lesson Plan, and student exemplar in hand - Uses accommodations while providing service minutes - Tracks general education teacher's use of accommodations on the snapshot while providing in class supports - Evaluates the impact of the accommodations 	While providing service minutes, the special education teacher providing in-class support does ALL of the following: <ul style="list-style-type: none"> - Has accommodations snapshot, General Education Internalized Lesson Plan, and student exemplar in hand - Uses accommodations while providing service minutes - Tracks general education teacher's use of accommodations on the snapshot while providing in class supports - Evaluates the impact of the accommodations
<i>III: Data-Based Adjustments</i>	Prior to beginning a new progress period, the special education teacher providing in-class support has not collaborated with the general education teacher to determine if adjustments are needed for accommodations based on student's current performance.	Prior to beginning a new progress period, the special education teacher providing in-class support and the general education teacher have customized the accommodations for the unit based on student achievement data by doing at least one of the following: <ul style="list-style-type: none"> - Reviewing accommodations on a regular basis after major exam/assessments - Annotating the accommodations used frequently or less frequently - Making recommended changes to student's IEP for accommodations during the student's next IEP Meeting or through an amendment 	Prior to beginning a new progress period, the special education teacher providing in-class support and the general education teacher have adjusted the accommodations for the unit based on student achievement data by doing at least two of the following: <ul style="list-style-type: none"> - Reviewing accommodations on a regular basis after major exam/assessments - Annotating the accommodations used frequently or less frequently - Making recommended changes to student's IEP for accommodations during the student's next IEP Meeting or through an amendment 	Prior to beginning a new progress period, the special education teacher providing in-class support and the general education teacher have adjusted the accommodations for the unit based on student achievement data by doing ALL of the following: <ul style="list-style-type: none"> - Reviewing accommodations on a regular basis after major exam/assessments - Annotating the accommodations used frequently or less frequently. - Making recommended changes to student's IEP for accommodations during the student's next IEP Meeting or through an amendment
Exceptional (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)				
<ul style="list-style-type: none"> - SMART goals include special accommodations that capitalize on student strengths in the PLAAFP. - Objectives include special accommodations that capitalize on student strengths in the PLAAFP. - Accommodations included capitalize on student strengths in the PLAAFP. 				

Guidepost 1D: CONTENT – Lesson Preparation for SPED In Class Support

Strand Expectation		Recommended Low-Inference Evidence to Collect	Pre-Novice	Novice	Proficient	Advanced	
			< 50%	50%-79%	80%-89%	90% +	
<i>I: Preparing to conduct IEP Service Minutes</i>	The special education teacher providing in-class support prepares by reviewing the service schedule for the upcoming week and determining which general education teacher internalization lessons need to be accessed. Collaborated with the general education teacher to align in-class support to be provided	<ul style="list-style-type: none">Special education teacher has weekly service schedule readyReviewed lesson internalizations for when they are scheduled for service minutesEstablished regular/ongoing collaboration time with general education teacher for in class support					
<i>II: Monitoring Accommodations</i>	The special education teacher providing in-class support has the accommodations snapshot in hand while providing service minutes. The special education teacher providing in-class support tracks and evaluates the impact of the accommodations used by the general education teacher.	<ul style="list-style-type: none">Accommodations are notated in the unit/internalization with student initialsCompleted the accommodation snapshot is in hand or available by both teachersSpecial education teacher makes notes of the impact of different accommodations					
<i>III: Data-Based Adjustments</i>	The special education teacher providing in-class support and the general education teacher have adjusted the accommodations for the unit based on student achievement data by reviewing accommodations on a regular basis after major exam/assessments and making recommended changes to student’s IEP for accommodations during the student’s next IEP meeting or through an amendment	<ul style="list-style-type: none">Analyze major assessment dataIdentify which accommodations supported the student the bestAdjusts students IEP during next IEP meeting or through an amendment					
Exceptional (If all descriptors for “Advanced” are met, determine if at least one of the following types of evidence is also demonstrated)					Yes	No	
<ul style="list-style-type: none">SMART goals include special accommodations that capitalize on student strengths in the PLAAFP.							
<ul style="list-style-type: none">Objectives include special accommodations that capitalize on student strengths in the PLAAFP.							
<ul style="list-style-type: none">Accommodations included capitalize on student strengths in the PLAAFP.							
Evidence Summary			Overall Rating for Content 1D				
			PN	N	P	A	E

Guidepost 2: CULTURE - Are students joyfully engaged in a positive learning environment?

Student learning does not occur in a vacuum. Instead, it is a social process between teacher and students and among students themselves. Research consistently shows that students learn more in classrooms with a positive climate. This row gathers evidence not only to see that students understand and follow behavioral expectations, but also that we **#SweatTheSmallStuff** to ensure little to no time is wasted, and that praise, and positive reinforcement is used far more often than redirections or critiques. Celebrations and support should **#BringJoy** and build **#Team&Family**.

	Pre-Novice Less than 50%	Novice 50%-79%	Proficient 80%-89%	Advanced 90% +
<i>I: Classroom Routines & Procedures</i>	50% or less of students execute transitions, routines, and procedures safely and in a way that maximizes learning time.	50-79% of students execute transitions, routines, and procedures safely and in a way that maximizes learning time. They may require substantial direction or narration from the teacher.	80-89% of students execute transitions, routines, and procedures safely and in a way that maximizes learning time. They require some direction or narration from the teacher.	90% or more of students execute transitions, routines, and procedures safely and in a way that maximizes learning time. They require minimal or no direction or narration from the teacher.
<i>II: Behavioral Expectations</i>	50% or less of students complete instructional tasks when directed and follow classroom or individual behavioral expectations (BIPs).	50-79% of students complete instructional tasks when directed and follow classroom or individual behavioral expectations (BIPs).	80-89% of students complete instructional tasks when directed and follow classroom or individual behavioral expectations (BIPs).	90% or more of students complete instructional tasks when directed and follow classroom or individual behavioral expectations (BIPs).
<i>III: Maximize Learning Time</i>	Students are left without work to do for a significant portion of the class period.	Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time .	Students are idle only for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions .	Students are engaged in the work of the lesson from start to finish and display a sense of urgency about how time is used . Students practice self-management and responsible decision making in independent and extended learning.
<i>IV: Culture of Joy</i>	50% or less of students participate in joyful habits, celebrations, or routines during the lesson and/or receive precise praise.	50-79% of students participate in joyful habits, celebrations, or routines during the lesson and/or receive precise praise.	80-89% of students participate in joyful habits, celebrations, or routines during the lesson and/or receive precise praise.	90% or more of students participate in joyful habits, celebrations, or routines during the lesson and/or receive precise praise.
<i>V: Response to Behavior</i>	50% or less of student actions that do not meet expectations are addressed in a consistent, least-invasive manner.	50-79% of student actions that do not meet expectations are addressed in a consistent, least-invasive manner.	80-89% of student actions that do not meet expectations are addressed in a consistent, least-invasive manner. 80-89% students hear more positive reinforcements than redirections.	90% or more of student actions that do not meet expectations are addressed in a consistent, least-invasive manner. 90% or more of students hear more positive reinforcements than redirections .
<i>VI: Sense of Belonging</i>	When asked 1 or more of the culture questions below (or similar questions), less than 50% of students indicate a sense of belonging in the classroom: - Do you feel respected in your class? - Do you believe your teacher cares about you?	When asked 1 or more of the culture questions below (or similar questions), 50-79% of students indicate a sense of belonging in the classroom: - Do you feel respected in your class? - Do you believe your teacher cares about you?	When asked 1 or more of the culture questions below (or similar questions), 80-89% of students indicate a sense of belonging in the classroom: - Do you feel respected in your class? - Do you believe your teacher cares about you?	When asked 1 or more of the culture questions below (or similar questions), 90% or more of students indicate a sense of belonging in the classroom: - Do you feel respected in your class? - Do you believe your teacher cares about you?
<i>VII: Physical Environment</i>	The physical environment includes neither of the following: - Strategic seating that supports student learning - Exemplar student work and/or thermometer chart (DI) based on achievement and/or growth is up to date (within 1 month)	The physical environment includes one of the following: - Strategic seating that supports student learning - Exemplar student work and/or thermometer chart (DI) based on achievement and/or growth is up to date (within 1 month)	The physical environment includes both of the following: - Strategic seating that supports student learning - Exemplar student work and/or thermometer chart (DI) based on achievement and/or growth is up to date (within 1 month)	The physical environment includes both of the following: - Strategic seating that supports student learning - Exemplar student work and/or thermometer chart (DI) based on achievement and/or growth is up to date (within 2 weeks)
Exceptional (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)				
<ul style="list-style-type: none"> Students respectfully redirect, celebrate, and encourage each other. Student identities are recognized, respected, and celebrated in the classroom by the teacher and other students. When students exhibit behavior that is unsafe (physically or psychologically), they are supported to reflect on what happened, repair the harm, and/or learn a replacement skill. The physical environment is utilized as a central tool for ongoing teaching. Artifacts (anchor charts, word walls, etc.) change over time and are purposeful. 				

Guidepost 2: CULTURE - Are students joyfully engaged in a positive learning environment?

Strand Expectation		Recommended Low-Inference Evidence to Collect	Pre-Novice	Novice	Proficient	Advanced
			< 50%	50%-79%	80%-89%	90% +
<i>I: Classroom Routines & Procedures</i>	Students execute transitions, routines, and procedures safely and in a way that maximizes learning time. <i>+They require minimal direction or narration from the teacher. (Advanced)</i>	<ul style="list-style-type: none"> # of students safely executing transitions/routines/procedures Amount of teacher redirection/narration needed? ((Substantial=N, Some = P, Minimal = A) Length of time spent in transitions/routines/procedures # of students completing instructional tasks # of students following behavioral expectations/directions 				
<i>II: Behavioral Expectations</i>	Students complete instructional tasks when directed and follow classroom or individual behavioral expectations (BIPs).	<ul style="list-style-type: none"> # of times student actions do not meet expectations 				
<i>III: Maximize Learning Time</i>	Students are idle only for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions. <i>+Students practice self-management and responsible decision making in independent and extended learning. (Advanced)</i>	<ul style="list-style-type: none"> # of students engaged in work of lesson from start to finish # of idle minutes ADVANCED: <i>Evidence of self-management practices by students (Advanced)</i> 				
<i>IV: Culture of Joy</i>	Students participate in joyful habits, celebrations, or routines during the lesson and/or receive precise praise.	<ul style="list-style-type: none"> # of students demonstrating joyful habits # of students celebrating # of students receiving precise praise 				
<i>V: Response to Behavior</i>	Student actions that do not meet expectations are addressed in a consistent, least-invasive manner. <i>+ Students hear more positive reinforcements than redirections (Advanced)</i>	<ul style="list-style-type: none"> # of times teacher addresses behavior that is not meeting expectations # of opportunities to address behavior in a less-invasive manner ADVANCED: <i>Evidence of more positive reinforcements than redirections</i> 				
<i>VI: Sense of Belonging</i>	Students indicate a sense of belonging in the classroom. <ul style="list-style-type: none"> - Do you feel respected in your class? - Do you believe your teacher cares about you? 	<ul style="list-style-type: none"> % of students say yes to the indicated questions (or similar questions). Note that asking follow-up questions ("Why do you think that?") may also be helpful. 				
<i>VII: Physical Environment</i>	The physical environment includes strategic seating and displays of exemplar student work based on achievement and/or growth that is up to date <i>+Within two weeks (Advanced)</i>	<ul style="list-style-type: none"> Strategic student seating Student work posted based on achievement Student work posted based on growth Thermometer chart updated (DI) PROFICIENT <i>Within 1 month</i>; ADVANCED <i>Within 2 weeks</i> 				
Exceptional (If all descriptors for "Advanced" are met, determine if at least one of the following types of evidence is also demonstrated)					Yes	No
Students redirect, celebrate, and encourage each other.						
Student identities are recognized, respected, and celebrated in the classroom by teacher and other students.						
When students exhibit behavior that is unsafe (physically or psychologically), they are supported to reflect on what happened, repair the harm, and/or learn a replacement skill.						
The physical environment is utilized as a central tool for ongoing teaching. Artifacts (anchor charts, word walls, etc.) change over time and are purposeful.						
Evidence Summary			Overall Rating for Culture			
			PN	N	P	A

Guidepost 3: OWNERSHIP - Are students doing the thinking?

With the Culture Guidepost, we're measuring the extent to which students are engaged, kind of like the speedometer in a car, i.e., are students moving down the road? With this guidepost, however, we are measuring the *depth* of that engagement, which is more like the tachometer in a car, i.e., how much effort do students have to exert to move down the road?

It's important that students aren't just on-task, but also that they find their work interesting, enjoy doing it, concentrate deeply and collaborate with others, a concept also known in psychology as "[flow](#)". In *The Opportunity Myth*, TNTP found that students in classrooms where they felt this flow-like level of ownership learned nearly a month's more content over the course of the school year compared to classrooms where students did not report higher levels of ownership. We help **#EnsureEquity** by creating ownership opportunities for students to voice their perspectives and experiences.

Pre-Novice		Novice	Proficient	Advanced
Less than 50%		50%-79%	80%-89%	90% +
<i>I: Think Ratio</i>	Less than 70% of the class time, students are engaging in work (including practices aligned to the discipline).	At least 70% of the class time, students are engaging in work (including practices aligned to the discipline).	At least 80% of the class time, students are engaging in work (including practices aligned to the discipline).	At least 80% of the class time, students are engaging in work (including practices aligned to the discipline). All work students engage in is at or in preparation for the level of the lesson objective.
<i>II: Students Complete Work</i>	Less than 50% of students complete work aligned to the rigor of the objective, Special Program individualized goals, and/or DI skill during the lesson (i.e.: reading, writing, discussion, analysis, computation, playing, competing, or problem solving).	50-79% of students complete work aligned to the rigor of the objective, Special Program individualized goals, and/or DI skill during the lesson (i.e.: reading, writing, discussion, analysis, computation, playing, competing, or problem solving).	80-89% of students complete work aligned to the rigor of the objective, Special Program individualized goals, and/or DI skill during the lesson (i.e.: reading, writing, discussion, analysis, computation, playing, competing, or problem solving).	90% or more of students complete work aligned to the rigor of the objective, Special Program individualized goals, and/or DI skill during the lesson (i.e.: reading, writing, discussion, analysis, computation, playing, competing, or problem solving).
<i>III: Students Provide Evidence</i>	Less than 50% of students provide grade-level and/or Special Program aligned spoken or written evidence to support their thinking using academic language and complete sentences (or on-level spoken language, for DI students).	50-79% of students provide grade-level and/or Special Program aligned spoken or written evidence to support their thinking using academic language and complete sentences (or on-level spoken language, for DI students).	80-89% of students provide grade-level and/or Special Program aligned spoken or written evidence to support their thinking using academic language and complete sentences (or on-level spoken language, for DI students).	90% or more of students provide grade-level and/or Special Program aligned spoken or written evidence to support their thinking using academic language and complete sentences (or on-level spoken language, for DI students).
<i>IV: Students Respond to Peers</i>	Students respond negatively to their peers' thinking, ideas, or answers.	Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback .	Students respond to their peers' thinking, ideas or answers and provide feedback to their classmates.	Students respond to and build on their peers' thinking, ideas or answers. Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when students do not agree with the response.
Exceptional (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)				
<ul style="list-style-type: none"> Students synthesize diverse perspectives or points of view during the lesson. Students independently show enthusiasm and interest in taking on advanced or more challenging content. In DI, students correct self and others during paired reading and/or when the teacher gives feedback for writing, students can self-correct their work using the teacher's feedback. 				

Guidepost 3: OWNERSHIP - Are students doing the thinking?

Strand Expectation		Recommended Low-Inference Evidence to Collect	Pre-Novice	Novice	Proficient	Advanced
			< 50%	50%-79%	80%-89%	90% +
<i>I: Think Ratio</i>	Students are engaged in work at or in preparation for the level of the lesson objective.	<ul style="list-style-type: none">% of time students are engaged in work (i.e., teacher talk vs. student talk ratio)				
<i>II: Students Complete Work</i>	Students complete work aligned to the rigor of the objective, IEP goals, and/or DI skill during the lesson, such as reading, writing, discussion, analysis, computation, playing, competing, or problem solving, given the focus of the lesson.	<ul style="list-style-type: none"># of students completing work aligned to rigor or objective, IEP goal, and/or DI skill# of students completing work that is low rigor/approaching objective and/or IEP goal or DI skill				
<i>III: Students Provide Evidence</i>	Students provide grade-level and/or IEP-aligned spoken or written evidence to support their thinking using academic language and complete sentences (or on-level spoken language, for DI students).	<ul style="list-style-type: none"># of students providing meaningful oral or written evidence to support thinking# of students using academic language# of students answering in complete sentences (or on-level spoken language, for DI)				
<i>IV: Students Respond to Peers</i>	Students respond to and build on their peers’ thinking, ideas or answers. <i>+Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when students do not agree with the response.</i>	<ul style="list-style-type: none"># of opportunities for students to build on peer’s thinking/answers<ul style="list-style-type: none"># of students that respond and build on peer’s thinking/answersADVANCED Evidence of constructive/productive feedback from students				
Exceptional (If all descriptors for “Advanced” are met, determine if at least one of the following types of evidence is also demonstrated)					Yes	No
Students synthesize diverse perspectives or points of view during the lesson.						
Students independently show enthusiasm and interest in taking on advanced or more challenging content.						
In DI, students correct self and others during paired reading and/or when the teacher gives feedback for writing, students can self-correct their work using the teacher’s feedback.						
Evidence Summary			Overall Rating for Ownership			
			PN	N	P	A

Guidepost 4: USING DATA – Are students demonstrating that they are learning?

College- and career-readiness is our promise to students and their families, but “a journey of a thousand miles begins with a single step”. Over the past several decades, there has been a considerable amount of research showing that students make greater long-term gains in classrooms that measure and achieve shorter-term progress.

Research consistently shows that data-driven instruction improves student learning, but only if we’re actually using the data - not just collecting it. With this guidepost, we’re making sure both the teacher and the students can act on the data collected. When and how during the lesson can we collect data? How can we adjust in real-time to support our students? Do students understand how they are performing? We **#ActWithIntegrity** to thoughtfully use student data to **#DeliverResults** and help students achieve their goals.

Pre-Novice		Novice	Proficient	Advanced
Less than 50%		50%-79%	80%-89%	90% +
<i>I – Students Receive Feedback</i>	Some students receive whole group feedback at key moments during the lesson.	Most students receive whole group feedback at key moments during the lesson. 50-79% of students receive individualized feedback at key moments during the lesson.	All students receive whole group feedback at key moments during the lesson. 80-89% of students receive individualized feedback at key moments during the lesson.	All students receive whole group feedback at key moments during the lesson. 90% or more of students receive individualized feedback at key moments during the lesson.
<i>II – Data-Based Adjustments</i>	Teacher either doesn’t gather the data from providing feedback to students OR the teacher does not adjust their lesson in response to data collected.	Teacher uses the data gathered from providing students feedback to inform lesson adjustments as necessitates 50-79% of the time.	Teacher uses the data gathered from providing students feedback to inform lesson adjustments and student supports as necessitates 80-89% of the time.	Teacher uses the data gathered from providing students feedback to inform lesson adjustments and student supports as necessitates 90% or more of the time.
<i>III – Impact of Adjustments</i>	Instruction or student supports are not adjusted based on data OR after adjusting instruction and/or student supports based on data, less than 50% of students demonstrate mastery.	After adjusting instruction and/or student supports based on data, 50-79% of students demonstrate mastery.	After adjusting instruction and/or student supports based on data, 80-89% of students demonstrate mastery.	After adjusting instruction and/or student supports based on data, 90% or more of students demonstrate mastery.
<i>IV – Students Track Progress</i>	Teachers can share some students’ goals and identify where they are (or are not yet) on track.	Teachers can share 100% students’ goals and identify where they are (or are not yet) on track.	80-89% of students can share or point to their goals and identify if they are (or are not yet) on track.	90%+ of students can share or point to their goals and identify if they are (or are not yet) on track.
Exceptional (All descriptors for “Advanced” are met, and at least one of the following types of evidence is demonstrated)				
<ul style="list-style-type: none"> Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals. Students monitor their own progress, identify their own errors, and seek additional opportunities for practice. 				

Guidepost 4: USING DATA – Are students demonstrating that they are learning?

Strand Expectation		Recommended Low-Inference Evidence to Collect	Pre-Novice	Novice	Proficient	Advanced	
			< 50%	50%-79%	80%-89%	90% +	
<i>I – Students Receive Feedback</i>	Students receive individualized and whole group feedback at key points during the lesson.	<ul style="list-style-type: none">• # of whole group checks for understanding• # of individual checks for understanding					
<i>II – Data-Based Adjustments</i>	Teacher uses the data gathered from providing students feedback to inform lesson adjustments and student supports.	<ul style="list-style-type: none">• # of opportunities to address misunderstanding based on student response• # of times teacher attempted to adjust instruction					
<i>III – Impact of Adjustments</i>	After adjusting instruction and/or student supports based on data, there’s improvement in student mastery.	<ul style="list-style-type: none">• # of times teacher attempted to adjust• % student mastery after adjustment					
<i>IV – Students Track Progress</i>	Teachers can share students’ goals & progress; students can share goals & progress.	<ul style="list-style-type: none">• # of teacher responses that demonstrate progress toward goals• # of student responses that demonstrate progress towards goals					
Exceptional (If all descriptors for “Advanced” are met, determine if at least one of the following types of evidence is also demonstrated)					Yes	No	
Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher.							
Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.							
Students monitor their own progress, identify their own errors, and seek additional opportunities for practice.							
Evidence Summary			Overall Rating for Using Data				
			PN	N	P	A	E

Guidepost 5: BEYOND THE LESSON – *Do your overall actions support student learning?*

What happens outside of class time and individual lessons can have just as big of an impact on students as what happens during class time. Students not only benefit from timely feedback, but also a strong partnership with their family. Furthermore, teachers who are clear on their current performance know what to focus on are the most likely to grow. With this section, we both honor and assess your work outside of individual lessons. Evidence and feedback for these topics are cumulative in nature, as opposed to Guideposts 1-4 which are structured to be observed during a single lesson or unit plan review or a single classroom observation. By prioritizing these beyond the classroom strands we **#ActWithIntegrity** by always maintaining high standard of honest and ethical behaviors for ourselves. We **#BuildTeam&Family** by contributing to a desirable environment for colleagues, students, and families.

Pre-Novice		Novice	Proficient	Advanced
Less than 50%		50%-79%	80%-89%	90% +
<i>I: Honest & Ethical Behaviors</i>	The teacher does not always maintain high standards of honest and ethical behaviors, as explained in the employee handbook.	The teacher maintains high standards of honest and ethical behaviors 100% of the time , as explained in the employee handbook.	The teacher maintains high standards of honest and ethical behaviors 100% of the time, as explained in the employee handbook. The teacher demonstrates behaviors aligned to IDEA's Core Values.*	The teacher maintains high standards of honest and ethical behaviors 100% of the time, as explained in the employee handbook. The teacher demonstrates behaviors aligned to IDEA's Core Values and encourages and supports that behavior for their peers and students.
<i>II: Documented Supports</i>	Accommodations and support minutes are not properly documented according to district, state, and federal standards.	100% of accommodations and support minutes are properly documented according to district, state, and federal standards.	100% of accommodations and support minutes are properly documented according to district, state, and federal standards and teacher does one of the following: - Proactively partners with colleagues in support of students (i.e.: attends ARD/IEP and/or plans for meetings, recommends updated supports, participates in LPAC/504/MTSS meetings, etc.)* - Teacher regularly provides IEP updates to families	100% of accommodations and support minutes are properly documented according to district, state, and federal standards and teacher does both of the following: - Proactively partners with colleagues in support of students (ie: attends and/or plans for ARD/IEP meetings, recommends updated supports, participates in LPAC/504/MTSS meetings. etc.)* - Teacher regularly provides IEP updates to families
<i>III: Campus Participation</i>	The teacher does not participate in trainings, meetings, and/or events.	The teacher participates in trainings, meetings, and/or events inconsistent with campus expectations.	The teacher participates in trainings, meetings, and/or events consistent with campus expectations.	The teacher participates in trainings, meetings, and/or events consistent with campus expectations and seeks out additional opportunities for professional development and/or campus involvement.
<i>IV: Feedback Implemented</i>	Action steps, coaching feedback, and learnings from professional development are implemented less than 50% of the time.	Action steps, coaching feedback, and learnings from professional development are implemented 50-79% of the time.	Action steps, coaching feedback, and learnings from professional development are implemented 80-89% of the time.	Action steps, coaching feedback, and learnings from professional development are implemented 90% or more of the time.
<i>V: Graded Work</i>	At least 1 grade is submitted in the gradebook weekly. Less than 50% of the time grading includes additional details to tell students what to continue and what to fix.	Two grades are submitted in the gradebook weekly. 50-79% of the time grading includes additional details to tell students what to continue and what to fix.	Two grades are submitted in the gradebook weekly. 80-89% of the time grading includes additional details to tell students what to continue and what to fix.	Two grades are submitted in the gradebook weekly. 90% or more of the time grading includes additional details to tell students what to continue and what to fix.
<i>VI: Invested Families</i>	Families rarely receive information about students' academic progress, behavior, & emotional well-being from teachers.	Families receive information about students' academic progress, behavior, & emotional well-being from teachers less than is expected by the campus.	Families receive information about students' academic progress, behavior, & emotional well-being from teachers consistent with campus expectations.	Families receive information about students' progress from teachers consistent with campus expectations, plus additional communication to celebrate and support students.
Exceptional (All descriptors for "Advanced" are met, and at least one of the following types of evidence is demonstrated)				
<ul style="list-style-type: none"> Teacher seeks out individual professional development or coaching opportunities. Teacher plans and/or facilitates campus trainings, meetings, or events. 				

These commitments support Guideposts 1-4 of the GET Rubric and align to the requirements in the states where IDEA operates. Additional resources, training and development opportunities are available to support teachers in these areas. If any of these commitments are not being met, additional one-on-one support may be provided.

**While all other proficient strands land in the 80-89% range, IDEA doesn't believe a teacher who is honest & ethical or documenting legally required accommodations and support minutes only 80-89% of the time can be rated as proficient. The descriptors on strands I: Honest & Ethical Behaviors and II: Documented Supports reflect that belief.*

Guidepost 5: BEYOND THE LESSON – *Do your overall actions support student learning?*

III: Campus Participation - The teacher participates in trainings, meetings, and/or events.								
Date of Participation	Description			Date of Participation	Description			
VI: Feedback Implemented - The teacher implements action steps, coaching feedback, and learnings from professional development.								
Date of Feedback or PD	Description			Date of Feedback or PD	Description			
V: Graded Work - Two grades are submitted in the gradebook weekly. Grading includes additional details to tell students what to continue and what to fix.								
Date of Assignment	Date Entered in Gradebook	Within a week?	Did graded work include details of what to continue/what to fix?	Date of Assignment	Date Entered in Gradebook	Within a week?	Did graded work include details of what to continue/what to fix?	
VI: Invested Families - Families receive information about students' academic progress, behavior, & emotional well-being from teachers consistent with campus expectations.								
Date of Family Communication	Description			Date of Family Communication	Description			
Exceptional								
<ul style="list-style-type: none"> Teacher seeks out individual professional development or coaching opportunities. Teacher plans and/or facilitates campus trainings, meetings, or events. 								
Evidence Summary				Overall Rating for Beyond the Lesson				
				PN	N	P	A	E

Appendix – Research References in GET Rubric

College- and career-readiness is our promise to students and their families, but “a journey of a thousand miles begins with a single step”. Over the past several decades, there has been a considerable amount of research showing that students make greater long-term gains in classrooms that measure and achieve shorter-term progressⁱ. Through the Guideposts, we are holding ourselves accountable to delivering results today while also moving students one step closer to their longer-term goals. Furthermore, by measuring students’ success, we can use the data to support students during this and future lessons (see “Guidepost 4: Using Data”).

Guidepost 1: Content - *Are students engaged in content aligned to the appropriate standards for their subject and grade?*

Our students cannot be college- or career-ready if they are not given regular access to rigorous, grade-appropriate content. In fact, in *The Opportunity Myth*, TNTP found that students who consistently engage with grade-appropriate content experience the equivalent of nearly two additional months of learning! But how do we ensure students have access to strong content? Research shows that the most effective teachers “are able to mentally walk through their lessons beforehand”ⁱⁱ. With this guidepost, we are looking to see that teachers have engaged in this mental preparation, including developing exemplar student responses, and internalizing instructional materials.

Guidepost 2: Culture - *Are students engaged in a positive learning environment?*

Student learning does not occur in a vacuum. Instead, it is a social process between teacher and students and among students themselves, and research consistently shows that students learn more in classrooms with a positive climateⁱⁱⁱ. With this guidepost, we are not only looking to see that students understand and follow behavioral expectations, but also that little to no time is wasted, and that praise and positive reinforcement is used far more often than redirections or critiques.

Guidepost 3: Ownership - *Are students doing the thinking?*

With the Culture guidepost above, we are measuring the extent to which students are engaged, kind of like the speedometer in a car, i.e., are students moving down the road? With this focus area, however, we are measuring the *depth* of that engagement, which is more like the tachometer in a car, i.e., how much effort do students have to exert to move down the road? It’s important that students aren’t just on-task, but also that they find their work interesting, enjoy doing it, concentrate deeply and collaborate with others^{iv}, a concept also known in psychology as “*flow*”. In *The Opportunity Myth*, TNTP found that students in classrooms where they felt this flow-like level of ownership learned nearly a month’s more content over the course of the school year compared to classrooms where students did not report higher levels of ownership^v.

Guidepost 4: Using Data - *Are students demonstrating that they are learning?*

Research consistently shows that data-driven instruction improves student learning^{vi}, but only if we are actually using the data - not just collecting it. In this focus area, we are making sure both the teacher and the students can act on the data collected. When and how during the lesson can we collect data? How can we adjust in real-time to support our students? Do students understand how they are performing?

Guidepost 5: Beyond the Lesson - *Do your overall actions support student learning?*

What happens outside of class time and individual lessons can have just as big of an impact on students as what happens during class time. Students not only benefit from timely feedback, but also a strong partnership with their family^{vii}. Furthermore, teachers who are clear on their current performance know what to focus on are the most likely to grow^{viii}. With this section, we both honor and assess your work outside of individual lessons. Evidence and feedback for these topics are cumulative in nature, as opposed to Instructional Guideposts 1-4 which are structured to be observed during a single classroom observation.

ⁱ Boston, Carol. (2002). "The Concept of Formative Assessment". Practical Assessment, Research, and Evaluation: Vol. 8, Article 9. <https://scholarworks.umass.edu/pare/vol8/iss1/9>

ⁱⁱ McEwan, Elain. (2001). *Ten Traits of Highly Effective Teachers*. Sage Publications.

ⁱⁱⁱ Ming-Te Wang, et al. (2020). "Classroom climate and children's academic and psychological wellbeing: A systematic review and meta-analysis". *Developmental Review*, Volume 57. <https://doi.org/10.1016/j.dr.2020.100912>

^{iv} Shernoff, David & Csikszentmihalyi, Mihaly & Shneider, Barbara & Shernoff, Elisa. (2003). "Student Engagement in High School Classrooms from the Perspective of Flow Theory". *School Psychology Quarterly*. 18. 158-176. https://www.researchgate.net/publication/232520082_Student_Engagement_in_High_School_Classrooms_from_the_Perspective_of_Flow_Theory

^v TNTP. (2018). "The Opportunity Myth". https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf

^{vi} Datnow, A., V. Park, and P. Wohlstetter. (2007). "Achieving with Data: How High Performing School Systems Use Data to Improve Instruction for Elementary Students." University of Southern California: Center on Educational Governance. <http://www.newschools.org/wp/wp-content/uploads/AchievingWithData.pdf>

^{vii} National Center on Safe and Supportive Learning Environments. "Family-School-Community Partnerships." U.S. Department of Education. <https://safesupportivelearning.ed.gov/training-technical-assistance/education-level/early-learning/family-school-community-partnerships>

^{viii} TNTP. (2015). "The Mirage". https://tntp.org/assets/documents/TNTP-Mirage_2015.pdf

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GUIDEPOST 1:
CONTENT

GUIDEPOST 2:
CULTURE

GUIDEPOST 3:
OWNERSHIP

GUIDEPOST 4:
USING DATA

GUIDEPOST 5:
BEYOND THE LESSON



WE BUILD TEAM & FAMILY
WE DELIVER RESULTS | WE BRING JOY
WE ACHIEVE ACADEMIC EXCELLENCE

WE BUILD TEAM & FAMILY | WE
WE DELIVER RESULTS | WE BR
WE ACHIEVE ACADEMIC

IN PARTNERSHIP WITH:

