



Domain	Indicator	
Classroom Culture	1A	Tasks are supported by clear instructions
	1B	Students' behavior is appropriate for the task
	1C	Transitions between activities are efficient
	1D	Systems are in place to assist students in solving problems independently
	1E	Interactions between students are positive and productive.
	1F	Interactions between students and teachers are positive and productive.
	1G	Students have the opportunity to provide input and feedback on learning experiences
	1H	Students are collaborating
Identity, Interest, Agency	2A	Physical classroom environment reflects a wide range of diverse experiences
	2B	Students have choice over how they learn
	2C	Students have choice over what they learn
	2D	Students have choices in how they demonstrate their understanding
	2E	Students set goals for their learning tasks
	2F	Teacher creates connections between the subject matter and student's identity
	2G	Teacher encourages student ownership of learning
Differentiation	3A	Small group instruction is differentiated based on students' needs
	3B	Tasks are differentiated based on students' needs.
	3C	Teacher uses a variety of techniques to assess student progress toward learning goals
	3D	Teacher provides opportunities for students to reflect on their own data
	3E	Teacher uses data to inform instruction
	3F	The classroom experience allows students to progress through learning tasks or content without waiting for the teacher
Rigor and Mastery	4A	Students are given the opportunity to apply learning from one task to another
	4B	Students present evidence that supports their thinking
	4C	Students design or create a product to demonstrate their understanding
	4D	Students are engaged in work that is authentic
	4E	Students are engaged in work that requires higher order thinking skills
	4F	Feedback process is kind, specific and helpful
	4G	Teacher provides students with a clear vision of what mastery looks like





Domain	Indicator	Look For
Classroom Culture	1A Tasks are supported by clear instructions	1A.1 Each station or task has clear instructions posted 1A.2 Instructions are accessible to students of all languages and reading abilities represented in the classroom 1A.3 Instructions are concise with few grammatical errors 1A.4 Instructions reach a variety of learning modalities (e.g., in words, pictures, read aloud) 1A.5 Students can complete the task based on the instructions given 1A.6 Other Evidence of Indicator
	1B Students' behavior is appropriate for the task	1B.1 Teacher provides students with visuals that help them monitor their own behavior 1B.2 Student behavior is consistent with expressed expectations for a task (e.g., volume level, engagement level, what we should see, anchor chart) 1B.3 Students are working consistently on assigned tasks 1B.4 Other Evidence of Indicator
	1C Transitions between activities are efficient	1C.1 Teacher provides students with visual and auditory cues about where, when, and how they should move 1C.2 Students transition from task to task safely and efficiently (as instructed) 1C.3 Teacher provides tools that help students manage time (e.g., stopwatch, time warning) 1C.4 Other Evidence of Indicator
	1D Systems are in place to assist students in solving problems independently	1D.1 Students have a method to follow if a problem arises (e.g., re-read directions, ask a neighbor, ask a teacher, parking lot) 1D.2 Students can use instructions to solve problems 1D.3 Visuals in classroom support systems in place 1D.4 Systems are student-friendly and easily accessed (e.g., labeled accessible areas/bins for materials) 1D.5 Students play a role in the running of classroom logistics 1D.6 Other Evidence of Indicator
	1E Interactions between students are positive and productive	1E.1 Students communicate using positive language and a level tone with each other 1E.2 Students adhere to classroom rules and expectations with respect to each other 1E.3 Students utilize accountable talk stems with each other 1E.4 Students help each other 1E.5 Students do not interrupt when peers are speaking 1E.6 Teacher facilitates problem solving between students 1E.7 Teacher models and reinforces positive and productive interactions 1E.8 Other Evidence of Indicator
	1F Interactions between students and teachers are positive and productive	1F.1 The teacher communicates with students using positive language and a level tone 1F.2 Teacher reinforces classroom rules and expectations 1F.3 Teacher adheres to classroom rules and expectations 1F.4 Students communicate with the teacher using positive language and a level tone 1F.5 Students adhere to classroom rules and expectations with respect to the teacher 1F.6 Students positive interactions with adults are recognized and reinforced 1F.7 Teacher fosters an environment where failure is embraced as part of the learning process 1F.8 Other Evidence of Indicator
	1G Students have the opportunity to provide input and feedback on learning experiences	1G.1 Students have opportunities to provide feedback throughout the class period 1G.2 Teacher uses student feedback to inform their practice 1G.3 Teacher uses a portion of the class period to debrief the lesson experience with students 1G.4 Other Evidence of Indicator
	1H Students are collaborating	1H.1 Teacher provides opportunities for students to share roles and responsibilities to complete work 1H.2 Teacher creates accountability systems for all types of roles/responsibilities (e.g., check list, posters, protocols) 1H.3 Teacher models and debriefs around metacognitive skills and traits involved in collaboration 1H.4 Students are engaging in meaningful collaboration 1H.5 Students collaborate with an equitable division of work and effort 1H.6 Other Evidence of Indicator





Domain	Indicator	Look For
Identity, Interest, Agency	2A Physical classroom environment reflects a wide range of diverse experiences	2A.1 Space is inclusive of students' identities and needs (mirrors) 2A.2 Space includes materials and content that are reflective of a wide range of diverse experiences (windows) 2A.3 Students' personal artifacts and work are reflected in the classroom 2A.4 Other Evidence of Indicator
	2B Students have choice over how they learn	2B.1 Teacher gives students a choice of multiple modalities for learning a concept (e.g., video, slide deck, website to explore) 2B.2 Teacher provides students with opportunities that allow choice over when to do each task (e.g., choiceboard, playlist) 2B.3 Other Evidence of Indicator
	2C Students have choice over what they learn	2C.1 Students can choose their own topic for a project or task 2C.2 Students can ask and then answer their own questions or work to solve a self-identified problem 2C.3 Other Evidence of Indicator
	2D Students have choices in how they demonstrate their understanding	2D.1 Students can choose to demonstrate their understanding from a variety of equally rigorous tasks 2D.2 Teacher designs rubrics/scales for a single skill that can allow for a range of student products 2D.3 Teacher designs tasks that encourage students to show mastery in a variety of ways 2D.4 Other Evidence of Indicator
	2E Students set goals for their learning tasks	2E.1 Students set and articulate goals 2E.2 Students reflect on progress towards goals 2E.3 Other Evidence of Indicator
	2F Teacher creates connections between the subject matter and student's identity	2F.1 Teacher collects rich data on students (e.g., surveys, student conferences, family interviews) 2F.2 Teacher uses knowledge of students' identities (e.g., individual, social) to activate prior knowledge or select resources 2F.3 Students have space (e.g., physical, emotional) to share their identities/experiences 2F.4 Other Evidence of Indicator
	2G Teacher encourages student ownership of learning	2G.1 Teacher provides opportunities for students to assess their own learning (e.g., reflection, journal) 2G.2 Teacher provides opportunities for students to analyze and interpret ideas from multiple perspectives 2G.3 Other Evidence of Indicator
	Differentiation	3A Small group instruction is differentiated based on students' needs
3B Tasks are differentiated based on students' needs		3B.1 Scaffolds are in place to support students as needed (e.g., sentence stems, math references) 3B.2 Student tasks are varied by content for group or individual (degree of difficulty) 3B.3 Student tasks are varied by process for group or individual (e.g., highlighting words, manipulatives vs. numbers) 3B.4 Other Evidence of Indicator
3C Teacher uses a variety of techniques to assess student progress toward learning goals		3C.1 Teacher uses formative assessment to track student achievement in assigned tasks (e.g., exit tickets) 3C.2 Formative assessment is directly linked to learning goals/content 3C.3 Teacher uses informal assessments (e.g., fist to five, checklists) to track student understanding 3C.4 Other Evidence of Indicator
3D Teacher provides opportunities for students to reflect on their own data		3D.1 Teacher models how to reflect on learning 3D.2 Teacher provides routines/structures to support student self-reflection 3D.3 Teacher conferences with students to discuss their data 3D.4 Students record progress or track their own data (e.g., a data journal where they log data and reflect on their work) 3D.5 Other Evidence of Indicator
3E Teacher uses data to inform instruction		3E.1 Teacher groups students or adjusts instruction based on formative assessment 3E.2 Teacher regroups students or adjusts instruction <i>in the moment</i> based on formative assessment 3E.4 Other Evidence of Indicator
3F The classroom experience allows students to progress through learning tasks or content without waiting for the teacher		3F.1 Teacher creates structures such as playlists/agendas that students can progress through as they complete tasks (e.g., Hyperdocs, Google Classroom) 3F.2 Teacher plans a variety of tasks for an extended period of time 3F.3 Students are held accountable for tasks completed (e.g., activity logs, assessments, journal) 3F.4 Other Evidence of Indicator





Domain	Indicator	Look For
Rigor and Mastery	4A Students are given the opportunity to apply learning from one task to another	4A.1 Tasks within stations, playlists, or projects connect to a central focus 4A.2 Students have learning opportunities that build off of previous classroom experiences 4A.3 Students apply knowledge/skills to make decisions, draw conclusions, or solve problems within a content area without being prompted (transfer) 4A.4 Other Evidence of Indicator
	4B Students present evidence that supports their thinking	4B.1 Students use evidence to support written/oral responses 4B.2 Students' responses include clear reasoning (e.g., "because" statements) 4B.3 Tasks or questions demand rigorous responses from students (e.g., use text evidence) 4B.4 Teacher provides opportunities for students to share their thinking throughout the lesson 4B.5 Other Evidence of Indicator
	4C Students design or create a product to demonstrate their understanding	4C.1 Teacher provides clear, student-friendly rubrics that students can reference as needed 4C.2 Product is aligned to specific content area or cross-curricular competencies 4C.3 Teacher monitors students' progress (individual or team) throughout the process 4C.4 Teacher communicates clear expectations to guide students' process and product 4C.5 Students create/design a product that aligns with task instructions or project expectations 4C.6 Students give and receive feedback during the creation process 4C.7 Other Evidence of Indicator
	4D Students are engaged in work that is authentic	4D.1 Teacher presents "real world" or relevant tasks 4D.2 Students are provided with opportunities to pursue topics relevant to their specific interests 4D.3 Students present to an authentic audience (e.g., shark tank, community organizations, professionals, peers, families) 4D.4 Teacher balances authentic tasks with content-specific objectives 4D.5 Other Evidence of Indicator
	4E Students are engaged in work that requires higher order thinking skills	4E.1 Students have the opportunity to create (e.g., design, assemble, develop, formulate, construct, author, investigate) 4E.2 Students have the opportunity to evaluate (e.g., critique, value, appraise, argue, defend, judge, select, support) 4E.3 Students have the opportunity to analyze (e.g., differentiate, organize, experiment, test, question, examine, relate, compare, contrast) 4E.4 Students have the opportunity to apply (e.g., execute, implement, solve, use demonstrate, interpret, operate, schedule, sketch) 4E.5 Other Evidence of Indicator
	4F Feedback process is kind, specific and helpful	4F.1 Feedback is specific to task 4F.2 Teacher uses students' actions and work as exemplars 4F.3 Teacher utilizes a protocol to provide feedback 4F.4 Teacher provides visual references to support positive feedback (e.g., sentence stems, anchor charts) 4F.5 Feedback provides student with specific action(s) they can take to improve the work 4F.6 Students utilize a protocol to provide peer feedback 4F.7 Students are responsive to feedback provided by peers or teacher 4F.8 Teacher models how to give feedback 4F.9 Other Evidence of Indicator
	4G Teacher provides students with a clear vision of what mastery looks like	4G.1 Teacher provides students with a process to achieve mastery with checkpoints along the way 4G.2 Teacher creates and shares exemplars 4G.3 Teacher translates standards to student-friendly language (e.g., "I can" statements) 4G.4 Students can articulate key standards/skills/"I can" statements 4G.5 Students can describe a process or path to achieve mastery

