

TEACH 3: ENGAGE STUDENTS AT ALL LEARNING LEVELS IN ACCESSIBLE AND CHALLENGING WORK

	Highly Effective	Effective	Minimally Effective	Ineffective
	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>
Accessibility	The teacher makes the lesson accessible to all students. There is evidence that the teacher knows each student's level and ensures that the lesson meets all students where they are.	The teacher makes the lesson accessible to almost all students. There is evidence that the teacher knows each student's level and ensures that the lesson meets almost all students where they are. For example, when appropriate, the teacher might differentiate content, process, or product (using strategies that might include flexible grouping, leveled texts, tiered assignments, leveled questions, or annotated notes) in order to ensure that students are able to access the lesson.	The teacher makes the lesson accessible to most students , but some students may not be able to access certain parts of the lesson.	The lesson is not accessible to most students.
Challenge	The teacher makes the lesson challenging to all students. There is evidence that the teacher knows each student's level and ensures that the lesson pushes all students forward from where they are.	The teacher makes the lesson challenging to almost all students. There is evidence that the teacher knows each student's level and ensures that the lesson pushes almost all students forward from where they are. For example, when appropriate, the teacher might differentiate content, process, or product (using strategies that might include flexible grouping, leveled texts, tiered assignments, leveled questions, or extension assignments) in order to ensure that students are challenged by the lesson.	The teacher makes the lesson challenging to most students, but some students may not be challenged by certain parts of the lesson.	The lesson is not challenging to most students.
Balance	There is an appropriate balance between teacher-directed and student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.	There is an appropriate balance between teacher-directed and student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.	There is some balance between teacher-directed and student-centered learning. While students have some opportunities to practice, apply, and demonstrate what they are learning, these opportunities are not entirely meaningful because there is more teacher-directed instruction than appropriate or students are released to work time before receiving appropriate instruction.	There is an inappropriate balance between teacher-directed and student-centered learning. Students do not have adequate opportunities to practice, apply, and demonstrate what they are learning because the lesson is almost entirely teacher directed; or, opportunities are not meaningful because students are released to work time before receiving appropriate instruction.