

Engaging and Supporting All Students in Learning

	Beginning	Emerging	Applying	Integrating	Innovating
Connecting students' prior knowledge, life experience, and interests with learning goals	Opens lesson to capture students' attention and interest. Teacher recognizes the value of students' prior knowledge and life experiences.	Asks questions that elicit students' prior knowledge, life experiences and interests. Some connections are made to the learning goals and objectives of the lesson.	Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complementary learning goals.
Using a variety of instructional strategies and resources to respond to students' diverse needs	Uses a few instructional strategies. Delivers instruction with available resources and materials.	Varies instruction to increase student participation. Selects strategies, resources, and visuals with some consideration of students' academic and linguistic needs.	Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for student understanding.	Uses a repertoire of strategies and resources. Selects and differentiates learning to accommodate students' diverse learning styles.	Uses extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students.
Facilitating learning experiences that promote autonomy, interaction, and choice	Directs learning experiences through whole group and individual work with possibilities for interaction and choice.	Varies learning experiences to include work in large groups and small groups, with student choice within learning activities.	Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.	Uses a variety of learning experiences to assist students in developing independent working skills and group participation skills. Supports students in making appropriate choices for learning.	Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.

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Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	Focuses questions on fact and key concepts to support learning subject matter.	Asks critical thinking questions to relate facts and key concepts of subject matter. Some issues within the subject matter are identified by the teacher.	Engages students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues. Supports all students in problem posing and problem solving.	Engages students in analysis of key concepts and facts through activities and questions that consider multiple perspectives. Supports students to initiate problem posing, problem solving, and inquiry.	Facilitates regular opportunities for students to design and implement inquiries and problem solving to analyze content and draw conclusions, considering multiple perspectives within and across subject matter.
Promoting self-directed, reflective learning for all students	Directs learning experiences and monitors student progress within a specific lesson. Assistance is provided as requested by students.	Provides some opportunities for students to monitor their own work and to reflect on progress and process.	Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on and discuss progress and process.	Structures learning activities that enable students to set goals and develop strategies for demonstrating, monitoring, and reflecting on progress and process.	Facilitates students to initiate learning goals and set criteria for demonstrating and evaluating work. Students reflect on progress/process as a regular part of learning experiences.