

EDUCATOR EFFECTIVENESS DESCRIPTORS

	Learning Goals	Learning Environment	Pedagogy & Differentiated Instruction	Student Engagement	Assessment for Learning (Formative Assessments)
Highly Effective	Teacher facilitates students' mastery of learning goals; goals are posted and student tasks are aligned to goal and state standard (TEKS/ELPS); all students understand focus of the day and are engaged in self-assessment	Teacher facilitates an environment that encourages academic rigor and intellectual curiosity for all students; teacher and students actively promote a positive classroom climate. Routines and procedures are evident	Teacher facilitates implementation of relevant, meaningful application of what all students are learning; teacher connects new information explicitly linked to students' backgrounds and experiences; Differentiated instructional scaffolding is evident; students self-regulate to enhance learning	Teacher facilitates learning and promotes interaction aligned to learning goals; activities are student-centered and involve opportunities to develop complex thinking (Higher Order Thinking Skills) focused on instructional purpose; learning experiences are relevant to students' lives; students are provided with opportunities for enrichment and/or extended learning is student initiated	Teacher facilitates student self-assessment for learning and gathers data based on students' feedback to make targeted in-action adjustments throughout the lesson; students self-monitor mastery of learning goals; interventions are student selected/led
Approaching Highly Effective	Learning goals are posted and student tasks are aligned to goal and state standards (TEKS/ELPS); teacher guides all students in discussion about learning goals	All students understand behavioral and academic expectations and promote a positive classroom climate; routines and procedures are evident; teacher applies strategies to redirect students;	Teacher guides implementation of relevant, meaningful application of what all students are learning; teacher makes some connections to students' backgrounds and experiences; some differentiated instructional scaffolding is evident; teacher guided with students applying strategies to enhance learning	Teacher guides activities that include some complex thinking (Higher Order Thinking Skills); all students work towards learning goals; teacher guides activities and monitors students' progress	Teacher consistently monitors students' learning using various strategies; teacher monitors and gathers data based on students' feedback to adjust instruction during the lesson; interventions are teacher selected/led
Effective	Learning goals are posted and aligned to student task; state standards	Most (>50%) students comprehend behavioral and academic expectations and adhere to them; evident procedures are in place	Teacher makes minimal connections to students' backgrounds and experiences; most students engage in differentiated strategies and/or activities (>50%); some students apply what they are learning through relevant activities; minimal instructional scaffolding is evident; teacher led	Teacher leads activities that promote interaction aligned to instructional learning goals; teacher monitors student progress toward meeting learning goals; Most students are actively engaged (>50%); activities reflect some students' interest; no opportunity for individual extension or extended learning exists-whole group	Teacher monitors student learning using one or two strategies; most students (>50%) provide data that informs instructional adjustments
Developing	Learning goals are posted, student task not aligned to goal; no alignment to state standards;	Few (≤50%) students have comprehension of behavior and academic expectations; minimal procedures are in place;	Teacher makes little to no connections to students' backgrounds and experiences; few (≤50%) of students engaged in differentiation strategies/activities; instructional scaffolding is minimal or not evident; teacher led with minimal student application	Teacher leads whole-group instruction/direct instruction; minimal student engagement (≤50%); minimal teacher monitoring	Minimal assessment of student learning occurs; ≤50% of students provide data; minimal to no adjustments are made
Ineffective	No descriptive learning goals posted; No visible alignment	No evident routines or procedures followed; students do not understand expectations	No differentiation of strategies and/or activities exists; whole group instruction with no student interaction	No student engagement visible and/or instruction is teacher led and/or almost all students are disengaged	No assessment of student learning occurs; no data utilized to adjust lesson