



2018-2019 MASTERY INSTRUCTIONAL STANDARDS

Standards		Tier 1: Associate (Instructional Foundations)	Tier 2: Sr. Associate	Tier 3: Advanced	Tier 4: Master
STUDENT OUTCOMES	Student Achievement	On Task- ≥ 95% of students are meeting basic behavior expectations and executing the task at hand. Students consistently follow teacher's directions.	Objective Realized- Students complete the strategic task or acquire the skill/standard highlighted in the objective. Growth is concrete, measurable and often meeting grade level, course, or IEP-driven expectations.	Student Growth & Performance- Student work suggests that all students are meeting, exceeding or making significant progress towards grade level expectations (or alternate/IEP academic expectations). Students are building lasting and transferable fluency, knowledge, skills and understandings.	Exceptional Student Growth & Performance- Student work suggests that all students are either meeting or exceeding grade level expectations (or alternate/IEP academic expectations).
	Content Engagement	Ready to Learn- Students know the objective of the lesson. Posture conveys buy-in to the lesson. Outerwear and book bags are properly placed. Phones, food/drinks and other distractors are not visible. Instructional materials are in place and organized.	Cognitive Engagement- Throughout the majority of the lessons, students actively engage with the content. Students are reading, writing, problem solving, making connections and processing information. Students are focused and urgent.	Outcomes Oriented Engagement- Students are actively and independently making decisions, problem solving and navigating towards the lesson objective. Students require little to no prompting to utilize available resources and work with peers in an effort to overcome challenges.	Academic Ownership & Persistence- Students are aware of their academic performance, progress and challenges. Students independently maximize instructional time and persist through difficult work. Students confidently take on challenges. Students take ownership for their learning by asking questions, accessing resources, and relentlessly problem solving. Students are comfortable expressing struggle and view mistakes as learning opportunities.
	Supportive Community	Productive Interactions- Student interactions with peers and adults are respectful, productive and facilitate a learning environment.	Active Participation- Students actively engage the classroom community by responding to teacher questioning and participating in class, small group and partner-level discussions.	High Level Participation- Student participation reflects a high bar. Students' answers and participation in class and small group discussions reflect a high level of accuracy, detail and precision. Academic and content specific language is fluidly incorporated. Students frequently respond to, build upon and are highly influenced by the responses of their peers.	Student Leadership & Voice- Students positively and significantly influence classroom productivity, student achievement and instructional innovation through class jobs, discussion leaders, teaching/supporting peers, selecting content or texts, etc. Students have frequent opportunities to effectively evaluate and augment their own work and the work of their peers.
TEACHER ACTIONS	Lesson Design & Facilitation	The lesson is thoughtfully planned and designed with a clear objective, an exemplar and lesson flow. Routines and procedures are observable and maintain a productive use of time. The teacher is well-prepared and highly familiar with the content presented as well as the lesson structure and activities. STRANDS: -Objective, Agenda, Lesson Flow & Homework -Lesson Plan -Fundamental Routines -Clear Directions -Accurate Content -Specially Designed Instruction	Building on Tier 1, the objective is rigorous and strategic- informed by students' past performance and goals. The lesson design, including presentation, activities, checks for understanding and opportunities for practice are engaging, relatable and intentionally move students towards realizing the objective ALL PREVIOUS STRANDS + -3M Objective -Objective Driven -Grabbing Engagement -Checking for Understanding -Practice & Assessment -Relatable & Engaging Approach.	Building on Tiers 1&2, instruction becomes more nuanced. The lesson design is highly influenced by yearly academic goals as well as whole class and individual student needs and next steps. Differentiation is proactively built into the lesson. The teacher keenly questions students, monitors individual and whole group performance and makes strategic decisions in the moment to maximize learning. ALL PREVIOUS STRANDS + -Actively Facilitate Learning -Solidify Student Learning -High Order Questioning -Strong Response -Planned Differentiation	Building on previous tiers, the Tier 4 classroom expertly accounts for and efficiently meets the specific needs of all learners. This is accomplished through expert planning and facilitation. Planning considers student data and individual learning styles as well as strategies to maximize group dynamics, technology and other approaches and resources. Facilitation focuses on ensuring all students are productively engaged in and successfully navigating highly ambitious yet achievable challenges. Opportunities for students to monitor and attend to their academic paths are maximized. ALL PREVIOUS STRANDS + -Multiple Pathways -Innovation -Aware and Relevant
	Motivation, Relationships & Classroom Management	The teacher creates a productive and positive classroom environment. The teacher has established a positive rapport with students. The teacher consistently recognizes positive student actions while respectfully and successfully attending to off-task and unproductive actions. The classroom environment is neat and organized. STRANDS: -Rapport -Warm/Confident Tone -Monitoring, Reinforcement, Praise & Redirection -Neat & Organized Environment	Building on Tier 1, the teacher develops relationships and builds authentic student engagement. The teacher consistently praises student effort to reinforce a positive student mindset. Teacher projects enthusiasm for learning and encourages participation and engagement. The teacher builds relationships with students and families and fosters positive student to student rapport. The classroom is well adorned with student work, academic visual aids and positive messaging. ALL PREVIOUS STRANDS + -Speak Success and Challenge -Relationship Building -Academic & Mindset Rich Environment	Building on Tiers 1&2, the teacher builds student independence, creates supportive group dynamics and ensures an inclusive classroom community. The teacher consistently coaches individuals and groups on academic independence, group engagement, conflict resolution and other academic and social emotional skills. ALL PREVIOUS STRANDS + -Student Feedback, Coaching & Support -Facilitate Student Independence -Inclusive Community	Building on previous tiers, the teacher teaches and reinforces student mindset regarding self-efficacy and growth mindset while building a highly inclusive and supportive classroom community. These efforts support academic aspirations and help students develop transferable skills. ALL PREVIOUS STRANDS + -Build Mindset -Inclusive and Supportive Community