PRINCIPAL, PEER OR SELF-EVALUATION TOOL

Teacher Quality Standards Crosswalk

QUALITY STANDARD	BASIC	PARTIALLY PROFICIENT	PROFICIENT	ACCOMPLISHED	EXEMPLARY
I: ELEMENT F Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.	The teacher has posted depth and complexity icons in the classroom making relevant connections to contextual information and background knowledge.	The teacher delivers lessons and introduces icons by connecting to prior knowledge and demonstrating how the prompts relate to relevant, real world experiences	During lessons and instruction the teacher assists students in making connections to prior learning using the depth & complexity prompts in sets (2 or more) using a FRAME or other graphic organizer.	The student initiates connections of prior knowledge and personal experience to the depth & complexity prompts.	In discussions or writing assignments the student makes unsolicited connections between depth and complexity prompts across disciplines or topics.
I: ELEMENT A Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.	The teacher includes instructional objectives related to standards and depth & complexity prompts in lesson plans and/or posts in the classroom for students.	The teacher implements standards based lessons that require students to think deeply using depth & complexity prompts.	The teacher collaborates with other staff to understand how depth & complexity prompts can increase relevance across content areas.	Students interact with the standards through depth and complexity prompts at a level consistent with or above expectations.	Students discuss how to personalize their learning with their teacher using depth and complexity prompts.

QUALITY STANDARD	BASIC	PARTIALLY PROFICIENT	PROFICIENT	ACCOMPLISHED	EXEMPLARY
I: ELEMENT D Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.	The teacher uses confirmation inquiry in the classroom by using depth and complexity icons to form predominantly factual questions that students answer after having been given the information through a lecture, text, movie, etc.	The teacher uses structured inquiry by asking a question at the beginning of the lesson using depth & complexity prompts and providing resources for students to find the answer.	The teacher uses structured inquiry by asking an open-ended question at the beginning of the lesson, providing the resources and using a Thinking Routine with depth and complexity icons to assist students in finding evidence to support their answers.	The teacher uses structured inquiry by asking an open-ended question at the beginning of the lesson, providing the resources and allowing students to choose a Thinking Routine and/or depth and complexity prompt(s) to find evidence to support their answers.	The teacher uses structured inquiry by asking an open-ended question at the beginning of the lesson, providing the resources and allowing students to create a "thinking routine" with depth & complexity icons to solve/support their solution/answer.
III: ELEMENT F Teachers provide students with opportunities to work in teams and develop leadership qualities.	The teacher includes all students in individual and group activities using depth & complexity prompts.	The teacher plans structured small group discussions that allow students to participate using various roles and modes of communication.	The teacher flexibly groups students for structured small group discussions and adjusts team composition based on student learning objectives and needs.to provide opportunities for students to learn from each other	Students fulfill their assigned roles, including a leadership role within the team	Students utilize group processes to build trust and promote effective interactions among team members.

Students participate in teams in ways that build trust and ownership of ideas among team members. |

This observation tool aligns with the goals and objectives of the *Empowering Students to Think & Learn* Workshop Suite Unit 1. Quality Standards Elements are listed in the order in which they are introduced and practiced over a six-week period.