

## Cluster 1: Clarity and Accuracy

- Clarity of instructional outcomes, reflecting not only knowledge of content and of CCSS or other high-level standards and practices, but also suitability for the students in the class (1a, 1b, 1c)
- Instructional outcomes reflecting the range of important types of content represented in the discipline: for example, factual and procedural knowledge, skills of reasoning and group work, analysis (1c)
- Planned resources and activities aligned to the instructional purpose (1d, 1e)
- Expectations for learning, accuracy of content, clarity of explanations, and use of academic language (3a)
- Activities and assignments, questions and student discussion, all aligned to the instructional purpose (3b, 3c)

### Cluster 1 Considerations:

- In what ways do the learning outcomes challenge students to think critically?
- In what ways are learning outcomes reflective of the standards of the discipline and appropriate to the students' levels of knowledge and skill?
- What examples do you see of congruence between the activities and instructional outcomes?
- What might be some ways to adapt lessons to meet the needs of all students?
- How does teachers' deep understanding of the content support intellectual work by students during lessons?

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p><b>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable to the students.</b></p> <ul style="list-style-type: none"> <li>• The teacher's plans indicate weak content knowledge.</li> <li>• The teacher does not try to ascertain varied skill and ability levels among students in the class to use in planning.</li> <li>• Learning outcomes, as stated by the teacher, are poorly aligned to the learning standards and either lack clarity or are stated as activities. They are unsuitable for most students in the class.</li> <li>• Planned learning tasks, materials, and question sequences are of low cognitive challenge, are unrelated to the lesson's stated purpose, or are not suitable for many students.</li> <li>• At no time during the lesson does the teacher convey to the students what they will be learning.</li> <li>• The teacher makes a serious error of content or academic language that will affect students' understanding of the lesson.</li> <li>• Students indicate through body language or verbal exchanges that they don't understand the content being presented.</li> <li>• Students appear confused about the learning task.</li> </ul>	<p><b>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</b></p> <ul style="list-style-type: none"> <li>• The teacher's plans reflect rudimentary understanding of the discipline.</li> <li>• The teacher is aware that there are different skill and ability levels in the class but does not use this information in planning.</li> <li>• Learning outcomes, as stated by the teacher, are a combination of outcomes and activities or lack clarity; they are only partially aligned to the learning standards. They are unsuitable for some students in the class.</li> <li>• Planned learning tasks, materials, and question sequences are of moderate cognitive challenge or are only partially related to the lesson's stated purpose, or both. They are unsuitable for some students.</li> <li>• The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</li> <li>• The teacher makes no serious content errors but may possibly make minor ones, including imprecise use of academic language.</li> <li>• The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</li> <li>• The teacher finds it necessary to clarify the learning task multiple times so that students can complete it.</li> </ul>	<p><b>The instructional purpose and learning tasks are clear, the information presented is accurate and suitable to the students.</b></p> <ul style="list-style-type: none"> <li>• The teacher can identify important concepts of the discipline and their relationships to one another.</li> <li>• The teacher has identified broad skill groups of students within the class and uses this information in planning.</li> <li>• Learning outcomes, as stated by the teacher, are written in the form of student learning and are aligned to the learning standards. They are suitable for the groups of students in the class.</li> <li>• Planned learning tasks, materials, and question sequences support the lesson's purpose; they are well sequenced, provide cognitive challenge, and are suitable for most students in the class.</li> <li>• The teacher states clearly, at some point during the lesson, what the students are learning.</li> <li>• The teacher makes no content errors and models the correct use of academic language.</li> <li>• The teacher's explanation of content is clear and invites student participation and thinking.</li> <li>• Students engage with the learning task, indicating that they understand what they are to do; if modeling the process to be followed in the task is appropriate, the teacher does so.</li> </ul>	<p><b>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</b></p> <ul style="list-style-type: none"> <li>• The teacher cites intra- and interdisciplinary content relationships.</li> <li>• The teacher knows the proficiency level of each student in the class and incorporates this understanding into plans.</li> <li>• Learning outcomes are written in the form of student learning and are aligned to learning standards. They allow for all students in the class to be sufficiently challenged.</li> <li>• Planned learning tasks and materials permit advanced students to extend the lesson's purpose and provide students who need it most with more time, attention, and supports.</li> <li>• The teacher states clearly, at some point during the lesson, what the students are learning, and invites students to connect this learning to the broader outcomes of the curriculum.</li> <li>• The teacher explains content clearly, using metaphors and analogies or inviting student predictions to connect content to real life experiences.</li> <li>• The teacher's carefully-crafted questions enable students to extend the lesson objectives for deeper understanding.</li> <li>• Students have the opportunity for reflection and closure on the content being learned, especially its relation to the unit or broader purposes.</li> </ul>