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| **Instruction** | | | | |
| **TEAM Rubric** | **At Expectations (3)** | **GANAG** | **High Yield Strategy** | **Definition** |
| **Standards &**  **Objectives** | * Most learning objectives and state content standards are communicated. * Sub-objectives are mostly aligned to the lesson’s major objective. * Learning objectives are connected to what students have previously learned. * Expectations for student’s performance are clear. * State standards are displayed. * There is evidence that most students demonstrate mastery of the objective**.** | **G:**Goal  Teacher shares the goal of the  Lesson  Student interacts with the objective (feedback)  **G:** Generalize**.** Goal is revisited Teachers have evidence that students have mastery of objective. | Setting objectives and  providing feedback  (Yields a 23 percentile  gain) | * Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion. * Articulating and displaying learning goals, KWL, contract learning goals, etc. * Teacher can display objectives on the in-focus projector and follow-up on the mastery of the objective at the end of the lesson. |
| **Motivating**  **Students** | * The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. * The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. The teacher sometimes reinforces and rewards effort. | **G:** Goal  Students know the goal of the lesson, interact with it and score themselves about what they know regarding the goal and score their level of effort.  **A:** Access Prior Knowledge  Teacher plans activities to make content meaningful and relevant to students.  **N:** New Information  Teacher shares new information;  New information Is practiced with teacher providing feedback.  **A:** Application of  New Information  Apply what was learned  **G:** Generalize**-** Goal is revisited  Teacher reminds the student  About what to “click and save”  And provides feedback to the student  *Jane anything to add here below*?  GANAG is based on how a learner learns. GANAG is designed to motivate students. | Reinforcing effort and  providing recognition  (Yields a 29 percentile  gain) | * Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards. * Hold high expectations, display finished products, praise students’ effort, * encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic * portfolios, stress-free environment etc. |
| **Presenting**  **Instructional**  **Content** | * Presentation of content most of the time includes: * visuals that establish the purpose of the lesson, * preview the organization of the lesson, and include internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. * modeling by the teacher to demonstrate his or her performance expectations. * concise communication. * logical sequencing and segmenting. * all essential information. * non irrelevant, confusing, or non-essential information. | **N:**New Information  Teacher shares new information;  New information  Is practiced  *Jane any more elaboration here with teacher clarity and direct instruction?* | Nonlinguistic  representations  (Yields a 27 percentile  gain)  Identifying Similarities  & Differences (Yields a  45 percentile gain)  Teacher clarity yields a .75 percentile gain  Direct instruction yields a .59 percentile gain | * Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge * Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, make physical models, etc. * Teacher engages students in comparing, classifying, and creating metaphors & analogies. * *Jane any more elaboration here with teacher clarity and direct instruction?* |
| **TEAM Rubric** | **At Expectations (3)** | **GANAG** | **High Yield Strategy** | **Definition** |
| **Lesson**  **Structure &**  **Pacing** | * The lesson starts promptly. * The lesson's structure is coherent, with a beginning, middle, and end. * Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. * Routines for distributing materials are efficient. * Little instructional time is lost during transitions. | **G:**Goal **(2 min)**  **A:**Access Prior Knowledge  Teacher accesses students’  Prior knowledge **(3 min)**  **N:**New Information **(20-40 min)**  Teacher shares new information;  New information Is practiced  **(mini lesson or lecture)**  **A:** Application of  New Information  Apply what was learned (**20-40 min)**  **G:** Generalize**-** Goal is revisited  Teacher reminds the student  About what to “click and save”  And provides feedback to  The student **(2 min)** | **Teacher clarity yields a .75 percentile gain** | *Jane – can you help us with the definition or description on this?* |

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| **Activities**  **& Materials** | Activities and materials include most of the following:   * support the lesson objectives. * are challenging. * sustain students’ attention. * elicit a variety of thinking. * provide time for reflection. * are relevant to students’ lives. * provide opportunities for student to student interaction. * induce student curiosity and suspense. * provide students with choices. * incorporate multimedia and technology. * incorporate resources beyond the school * curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). | **G:**Goal  **A:**Access Prior Knowledge  **N:**New Information  **A:** Application of  New Information  **G:** Generalize**-** Goal is revisited  *Jane, can you help us on this one too? Do we need to elaborate more up there w.r.t. activities and materials?*  **Planning for and use in GANAG delivery**  **Mostly info here are based on materials not activities**  *Jane.. What can we say here about what students are actually doing?* | Nonlinguistic  representations  (Yields a 27 percentile  gain)  Homework & Practice  (Yields a 28 percentile  gain)  Cooperative Learning  (Yields a 23 percentile  gain) | * drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge * Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, * Make physical models, etc. * Homework provides students with opportunities to extend their learning * outside the classroom. Homework is for practice or preparation for upcoming units. Homework should relate to the lesson objective and be assigned with the students’ grade level & instructional level in mind. * Cooperative learning provides students with opportunities for peer to peer interaction, positive interdependence, group processing, and group accountability. |
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| **Questioning** | * Teacher questions are varied and high quality providing for some, but not all, question types:   + knowledge and comprehension,   + application and analysis, and   + creation and evaluation. * Questions are usually purposeful and coherent. * A moderate frequency of questions asked. * Questions are sometimes sequenced with attention to the instructional goals. * Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). * Wait time is sometimes provided. * The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. | **A:**Access Prior Knowledge  **N:**New Information  **A:** Application of  New Information | Questions, cues, and  advance organizers  (Yields a 22 percentile  gain)  Generating & Testing  Hypotheses (Yields a  23 percentile gain) | * Teachers should use cues and questions that focus on what is important (rather than unusual), use ample wait time before accepting responses, * eliciting inference and analysis. Advance organizers should focus on what is important and are more useful with information that is not well organized.   + Graphic organizers, provide guiding questions before each lesson, think alouds, inferencing, predicting, drawing conclusions, skim chapters to * identify key vocabulary, concepts and skills, foldables, annotating the text, etc * Ask students to predict, build, invent, create, infer, compare & contrast. * Students need a variety of structured tasks (deductive reasoning) to guide them through generating & testing hypotheses. |
| **Academic Feedback** | * Oral and written feedback is mostly academically focused, frequent, and mostly high quality. * Feedback is sometimes given during guided practice and homework review. * The teacher circulates during instructional activities to support engagement, and monitor student work. * Feedback from students is sometimes used to monitor and adjust instruction. | **G:**Goal  **A:**Access Prior Knowledge  **N:**New Information  **A:** Application of  New Information  **G:** Generalize**-** Goal is revisited  **Throughout academic feedback** | Setting objectives and  providing feedback  (Yields a 23 percentile  gain) | * Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion. * Articulating and displaying learning goals, KWL, contract learning goals, etc. * Teacher can display objectives on the in-focus projector and follow-up on the mastery of the objective at the end of the lesson. |
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| **Grouping students** | * The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero or * homogenous ability) adequately enhance student understanding and learning efficiency. * Most students in groups know their roles, responsibilities, and group work expectations. * Most students participating in groups are held accountable for group work and individual work. * Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson. | **A:**Access Prior Knowledge  **N:**New Information  **A:** Application of  New Information | Cooperative learning  (Yields a 23 percentile  gain) | * Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. Assign roles and responsibilities in groups. * Integrate content and language through group engagement, reader’s theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams, * Students tackle word problems in groups and explain their answers, etc * Cooperative learning provides students with opportunities for peer to peer interaction, positive interdependence, group processing, and group accountability. |
| **Teacher Content Knowledge** | * Teacher displays accurate content knowledge of all the subjects he or she teaches. * Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. * The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. | **G:**Goal  **A:**Access Prior Knowledge  **N:**New Information  **A:** Application of  New Information  **G:** Generalize**-** Goal is revisited  *Planning for and use in GANAG delivery- elaborate here Jane?* |  |  |
| **Teacher Knowledge of Students** | * Teacher practices display understanding of some student anticipated learning difficulties. * Teacher practices sometimes incorporate student interests and cultural heritage. * Teacher sometimes provides differentiated instructional methods and content to ensure children * have the opportunity to master what is being taught. | **G:**Goal  **A:**Access Prior Knowledge  Teacher uses APK that is relevant to the students’ interests and culture based on her knowledge of them.  **N:**New Information  **A:** Application of  New Information  Teacher plans differentiated activities based on knowledge of how students learn and performance levels.  **G:** Generalize**-** Goal is revisited  **GANAG throughout but emphasized in goal and goal review**  *Planning for and use in GANAG delivery- elaborate here Jane?* | Reinforcing Effort &  Providing Recognition  (Yields a 29 percentile  gain)  Homework and  Practice (Yields a 28  percentile gain)  Cooperative Learning  (Yields a 23 percentile  gain) | * Effort and recognition speak to the attitudes & beliefs of students. * Teachers must show the connection between effort and achievement. * Teachers can share stories about people who succeeded by not giving up and find ways to * personalize recognition. * Homework provides students with opportunities to extend their learning * outside the classroom. * Homework is for practice or preparation for * upcoming units. Homework should relate to the lesson objective and be assigned with the students’ grade level & instructional level in mind. * Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. Assign roles and responsibilities in groups. |
| **TEAM Rubric** | **At Expectations (3)** | **GANAG** | **High Yield Strategy** | **Definition** |
| **Thinking**  **Thinking (continued)** | * The teacher thoroughly teaches one type of thinking: * analytical thinking, where students analyze, * compare and contrast, and evaluate and explain information; * practical thinking, where students use, apply, and * implement what they learn in real-life scenarios; * creative thinking, where students create, design, * imagine, and suppose; and * research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. * The teacher provides opportunities where students: * generate a variety of ideas and alternatives; and * analyze problems from multiple perspectives and viewpoints. | Application  High yield strategies problem solving- John Hattie  *Visible learning* strategies (John Hattie) ranks learning strategies as well as out of school factors  *Jane- elaborate here. Anything else we need to add?* | Identifying similarities and differences  (Yields a 45 percentile  gain)  Summarizing and  note taking  (Yields a 34 percentile  gain)  Generating and  testing hypothesis  (Yields a 23 percentile  gain) | * Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations   Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and   * effect links, compare and contrast organizers   QAR (Question/Answer/Relationship), sketch to stretch, affinity diagrams, Frayer model (see below)   * Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and * analyze information. Students should be encouraged to put some information into own words. * Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagrams, etc. * Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision making. * · Thinking processes, constructivist practices, investigate, explore, social construction of knowledge, use of inductive and deductive reasoning, questioning the author of a book, finding other ways to solve same math   problem, etc. |
| **Problem Solving** | The teacher implements activities that teach and  reinforce two or more of the following problem solving  types.  · Abstraction  · Categorization  · Drawing Conclusions/Justifying Solution  · Predicting Outcomes  · Observing and Experimenting  · Improving Solutions  · Identifying Relevant/Irrelevant Information  · Generating Ideas  · Creating and Designing | **A:** Application of  New Information  **Application same as thinking** | Generating and  testing hypothesis  (Yields a 23 percentile  gain)  Summarizing and  note taking  (Yields a 34 percentile  gain)  Questions, cues, and  advance organizers  (Yields a 22 percentile  gain) | * Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history, investigation, invention, experimental inquiry, and decision making. * Thinking processes, constructivist practices, investigate, explore, social construction of knowledge, use of inductive and deductive reasoning, questioning the author of a book, finding other ways to solve same math problem, etc. * Students should learn to eliminate unnecessary information, substitute * some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words. * Teacher models summarization techniques, identify key concepts, bullets, * outlines, clusters, narrative organizers, journal summaries, break down * assignments, create simple reports, quick writes, graphic organizers, column * notes, affinity, etc. * Teachers should use cues and questions that focus on what is important * (rather than unusual), use ample wait time before accepting responses, * eliciting inference and analysis. Advance organizers should focus on what important and are more useful with information that is not well organized. * Graphic organizers, provide guiding questions before each lesson, think * alouds, inferencing, predicting, drawing conclusions, skim chapters to   identify key vocabulary, concepts and skills, foldables, annotating the text, etc |
| **PLANNING** | | | | |
| **TEAM Rubric** | **At Expectations (3)** | **GANAG** | **High Yield Strategy** | **Definition** |
| **Instructional Plans** | Instructional plans include:   * goals aligned to state content standards. * activities, materials, and assessments that:   o are aligned to state standards.  o are sequenced from basic to complex.  o build on prior student knowledge.  o provide appropriate time for student work, and lesson and unit closure.   * + evidence that plan is appropriate for the age, knowledge, and interests of most learners.   + · evidence that the plan provides some   opportunities to accommodate individual student needs. | **G:**Goal  **A:**Access Prior Knowledge  **N:**New Information  **A:** Application of  New Information  **G:** Generalize**-** Goal is revisited  **GANAG is the plan for the instruction** | Setting Objectives and  Providing Feedback  (Yields a 23 percentile  gain) | * Setting objectives provides students with a direction for learning. Students * should be encouraged to write objectives in their own words. |
| **TEAM Rubric** | **At Expectations (3)** | **GANAG** | **High Yield Strategy** | **Definition** |
| **Student work**  **Student work (continued)** | Assignments require students to:   * interpret information rather than reproduce it. * draw conclusions and support them through writing. * connect what they are learning to prior learning and some life experiences. | **G:**Goal  **A:**Access Prior Knowledge  **A:** Application of  New Information  **G:** Generalize**-** Goal is revisited  (Interactive notebook strategies and score sheets are student work) | Homework and practice  (Yields a 28 percentile  gain)  Summarizing and note  taking  (Yields a 34 percentile  gain)  Identifying Similarities &  Differences (Yields at 45  percentile gain)  Generating & Testing  Hypotheses (Yields a 23  percentile gain) | * Teachers should vary the amount of homework based on student grade * level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be debriefed.   + Retell, recite and review learning for the day at home, reflective journals, * parents are informed of the goals and objectives, interdisciplinary teams * (PLCs) plan together for homework distribution, etc   + Students should learn to eliminate unnecessary information, substitute * some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into   own words.  Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries,  break down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity, etc.   * Students should compare, classify, and create metaphors, analogies and * non-linguistic or graphic representations * Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers * QAR (Question/Answer/Relationship), sketch to stretch, affinity diagrams, * Frayer model (see below) * Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history * investigation, invention, experimental inquiry, and decision making. * Thinking processes, constructivist practices, investigate, explore, social * construction of knowledge, use of inductive and deductive reasoning, * questioning the author of a book, finding other ways to solve same math problem, |
| **TEAM Rubric** | **At Expectations (3)** | **GANAG** | **High Yield Strategy** | **Definition** |
| **Assessment** | * Assessment plans are aligned with state content standards and have measurement criteria. * measure student performance in more than two ways (e.g., in the form of a project, experiment, * presentation, essay, short answer, or multiple choice test). * require written tasks. include performance checks throughout year. | **G:**Goal  **G:** Generalize**-** Goal is revisited  Formative assessment during new information and application | Setting objectives Providing Feedback  (Yields a 23 percentile  gain) | * Tell students how they did in relation to specific levels of knowledge think RUBRIC. * Encourage students to self-reflect and lead feedback sessions. * Use contracts to outline the specific goals & objectives that students must attain and the grade they will receive if they meet those goals. * Keep assessment feedback timely & specific. |

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| **Environment** | | | | |
| **TEAM Rubric** | **At Expectations (3)** | **GANAG** | **High Yield Strategy** | **Definition** |
| **Expectations** | * Teacher sets high and demanding academic expectations for every student. * Teacher encourages students to learn from mistakes.   + Teacher creates learning opportunities where most students can experience success. * Students complete their work according to teacher expectations**.** | **G:**Goal  **A:**Access Prior Knowledge  **N:**New Information  **A:** Application of  New Information  **G:** Generalize**-** Goal is revisited | Reinforcing effort and  providing recognition  (Yields a 29 percentile  gain)  Setting Objectives &  Providing Feedback | * Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards. * Hold high expectations, display finished products, praise students’ effort, * encourage students to share ideas and express their thoughts, honor * individual learning styles, conference individually with students, authentic **(A)** * portfolios, stress-free environment etc.   + Goal setting generates motivation to learn by focusing students’ attention on the gap between where they are and where they are heading. |
| **Managing Student Behavior** | * Students are mostly well-behaved, and on task, some minor learning disruptions may occur. * Teacher establishes rules for learning and behavior. * The teacher uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior. * The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson. * Teacher deals with students who have caused disruptions, yet sometimes he addresses entire class. | **G:**Goal  **A:**Access Prior Knowledge  **N:**New Information  **A:** Application of  New Information  **G:** Generalize**-** Goal is revisited | Reinforcing effort and  providing recognition  (Yields a 29 percentile  gain) | * Teachers should reward based on standards of performance; **(G and G)** * use symbolic recognition rather than just tangible rewards.   + Hold high expectations, display finished products, praise students’ effort, * encourage students to share ideas and express their thoughts, honor * individual learning styles, conference individually with students, authentic * portfolios, stress-free environment etc. |
| **TEAM Rubric** | **At Expectations (3)** | **GANAG** | **High Yield Strategy** | **Definition** |
| **Environment** | The classroom   * welcomes most members and guests. * is organized and understandable to most students. * supplies, equipment, and resources are accessible. * displays student work. * · is arranged to promote individual and group learning. |  | Reinforcing effort and  providing recognition  (Yields a 29 percentile  gain) | * Teachers should reward based on standards of performance; * use symbolic recognition rather than just tangible rewards. * Hold high expectations, display finished products, praise students’ effort, * encourage students to share ideas and express their thoughts * honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment etc. |
| **Respectful Culture** | * Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. * Students exhibit respect for the teacher, and are generally polite to each other. * Teacher is sometimes receptive to the interests and opinions of students**.** |  |  |  |