



**SAMPLE INDICATORS FROM THE CONTINUUM OF PROFESSIONAL PRACTICE**



	<b>Ineffective Practice</b>	<b>Developing Effective Practice</b>	<b>Effective Practice</b>	<b>Highly Effective Practice</b>
<b>5- Uses instructional strategies that support the diverse needs and interests of all students</b>	Teacher uses instructional strategies that are predominantly whole group and not responsive to individual student needs.	Teacher uses differentiated instruction that includes a limited variety of learning tasks and/or instructional strategies such as extra help and re-teaching. Instruction is based on general classroom learning needs.	Teacher uses instructional strategies that include the use of flexible grouping and tailored learning tasks and content materials. At times, students will collaborate with teacher regarding instruction and assessment decisions.	In addition to the criteria for “Effective Practice,” Teacher facilitates learning experiences that are tailored to student needs and preferences. Learning objectives, content, method, and pace may all vary.
<b>6- Varies student and teacher roles to develop independence and interdependence with gradual release of responsibility</b>	Teacher provides limited or no variety in teacher and student roles and limited or no opportunities for students to take responsibility for instructional tasks.	Teacher- directed learning activities predominate over those that are student-directed.	Teacher routinely provides opportunities for students to take responsibility for instructional tasks.	Teacher varies student and teacher roles; students take responsibility for instructional and assessment tasks. Teacher facilitates student-directed learning activities.
<b>9- Monitors and adjusts instructional strategies and pacing in response to student performance and engagement</b>	Teacher seeks limited or no information to adjust instruction. Monitoring is limited to student task completion and/or behavior. Adjustments in instructional strategies are limited.	The teacher inconsistently seeks information to adjust instruction relative to student understanding. Teacher monitoring focuses on whole class development of skills. Instructional adjustments during and between lessons focus primarily on pacing and procedures.	The teacher seeks information about learning through formative assessment during and between lessons in order to make adjustments to instructional methods and pacing. Teacher systematically monitors data relative to progress of groups and individuals.	In addition to criteria for “Effective Practice,” teacher engages students in monitoring and interpreting performance data; students collaborate with teacher to make adjustments to instructional strategies and pacing.