

Evidence of Standards-Based *Instruction in the Classroom*

1. Standards are posted in student-friendly language, and teaching is directly connected to the standard(s). Agenda/schedule is clearly posted.
2. Students are “actively engaged in rigorous learning” at all levels of Bloom’s Taxonomy.
3. The teacher is asking purposeful questions at higher levels of Bloom’s Taxonomy.
4. Student work is posted (assignments, charts, etc.) with the rubric. Comments are specific and tied to the standards being assessed in the assignment.
5. Room arrangement is conducive to easy movement into partners or group, and the teacher can circulate comfortably.
6. Strategies that reflect metacognitive processes are being practiced by students on a daily basis and are linked to standards (i.e., writing about reading, reflection, Accountable Talk, Socratic Seminars, graphic organizer, charting, Think-Pair-Share, Numbered Heads Together, Pull-out and Talk, etc.).
7. Culturally relevant text and materials that reflect the prescribed curriculum are being used as part of the instructional process and are linked to standards. (Readers’/Writer’s Notebooks, charts, novels, articles, etc.).
8. A systematic, data-based decision-making problem-solving method is being used to decide what interventions are needed and they are being implemented (small group pull-out, re-teaching after periodic assessments, standard “spiraling”).