

TNTP BLENDED CORE TEACHING RUBRIC

A TOOL FOR CONDUCTING STANDARDS-ALIGNED CLASSROOM OBSERVATIONS IN BLENDED SETTINGS

Thank you for your interest in the TNTP Blended Core Teaching Rubric! TNTP Blended Core is built from the [TNTP Core Rubric](#), which describes excellent instruction aligned to rigorous, college-ready standards and provides a common language to articulate what it looks like in practice. TNTP Blended Core has been modified to include language and tips to support classroom observations specifically in blended environments. This short but comprehensive tool trains the user to focus on the essential components of instruction that can be identified in observation, especially in settings where blended learning is taking place. By rating only five performance areas, TNTP Blended Core allows observers and teachers to [focus on feedback and development](#). It is not a comprehensive evaluation system, but should be one of [multiple measures of performance](#).

The TNTP Blended Core Teaching Rubric reflects the belief that five fundamental components must be in place in all classrooms, regardless of the instructional model, in order to achieve student outcomes: Culture of Learning, Essential Content, Academic Ownership, Demonstration of Learning, and Student Agency. The Essential Content component of this rubric is the most distinct from other teacher observation rubrics because it requires observers to evaluate the level of rigor with which students are engaging, as measured by grade level or aligned competency based standards, and not just how the content is being taught. Essential Content is critical for observations in blended settings because the effectiveness of the blended learning structures depends on students accessing content that is at the right level of rigor. Early research indicates that while personalized learning allows teachers the flexibility to restructure classrooms to support individualized instruction, these learning experiences run the risk of not meeting their full potential unless paired with high-quality, rigorous content. From 263 interviews conducted in 37 personalized learning schools in 15 cities, the Center for Reimagining Public Education (CRPE) reported the importance of rigor in personalized learning settings. CRPE authors write, "Personalized learning will not help students if they are working with content that is below their capacity. Rigor and personalization need to go hand in hand."¹

The TNTP Blended Core Teaching Rubric is used to describe and assess teacher performance across five performance areas:

- **Culture of Learning:** Are all students engaged in the work of the lesson from start to finish?
- **Essential Content:** Are all students working with content aligned to the appropriate grade level or aligned competency standards for their subject?
- **Academic Ownership:** Are all students responsible for doing the thinking in this classroom?
- **Demonstration of Learning:** Do all students demonstrate that they are learning?
- **Student Agency:** Do all students demonstrate ownership over the process of their learning and the progress of their learning?

Each performance area has four components:

1. **Essential Question:** The core question to answer about the particular performance area. In an effective teacher's classroom, the answer to each Essential Question is "yes."
2. **Descriptor Language:** Descriptions of each performance area are used to differentiate five levels of performance: Skillful, Proficient, Developing, Minimally Effective and Ineffective. The TNTP Core Teaching Rubric uses descriptors that focus primarily on student actions and responses.
3. **Core Teacher Skills:** A non-exhaustive list of the teacher skills and behaviors that contribute to the student outcomes in each performance area. After observing and rating a lesson, we recommend that you select or identify one or two Core Teacher Skills to prioritize for the next development cycle.
4. **Guidance for Blended Settings:** Recommendations for observing in blended settings and for post-observation follow-up that are focused on optimal evidence collection and rating across various blended settings.

When observers use the TNTP Blended Core Teaching Rubric, they select the rating where the combination of descriptors most closely describes the observed performance, using a preponderance of evidence for each performance area. Observers do not rate the teacher on Core Teacher Skills; those are included only for coaching and development purposes. The Core Teacher Skills can help an observer narrow in on development areas based on ratings in performance areas and guide conversations about specific strategies teachers can use to develop and grow.

¹ Gross, Betheny. "Beware the Iconography Trap of Personalized Learning: Rigor Matters." Center for Reimagining Public Education. August 8, 2016. <http://www.crpe.org/thelens/rigor-matters>.

In order to help schools effectively shift to instruction that is both rigorous *and* blended, this tool first prioritizes the foundational elements that need to be present in great classrooms, regardless of model, and then shares examples in the teaching actions and tips sections that show how effective instruction could look in blended settings. The student-centered nature of TNTP Blended Core is conducive to helping observers consider the needs of individual learners and how well those needs are being met in blended environments.

Schools are encouraged to pilot this rubric and customize the language to fit local context. Consider the following guidance:

- The current selection of teacher actions and skills was developed based on TNTP’s experience training and developing teachers. Be flexible in adding and adjusting the Core Teacher Skills and encourage observers and teachers to create their own additions in the field. After observers and teachers agree on a Core Teacher Skill to focus on, they should then discuss and agree on the specific and bite-sized action that the teacher will take within the next week.
- We reserve the Skillful rating for teachers demonstrating truly exceptional practice. A teacher rated Skillful is meeting all performance expectations. Skillful descriptors are based on teachers who have won our national Fishman Prize for Superlative Classroom Practice.

Even the best rubric will fail to help teachers develop if it is not implemented with care. Thoughtful introduction and deliberate training with ongoing practice will ensure that all stakeholders share an understanding of the rubric’s meaning and use. Principals, coaches and teachers should also be well trained on the rubric, its use, and principles of blended learning and have opportunities to practice observing instruction together to ensure consistent, accurate ratings. Take what you learn from a pilot to inform ongoing training and norming. And please tell us what you learn at info@tntp.org.



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CULTURE OF LEARNING

Are all students engaged in the work of the lesson from start to finish?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Very few or no students follow behavioral expectations and/or directions.</p> <p>Students do not execute transitions, routines and procedures in an orderly manner.</p> <p>Students are left without work to do for a significant portion of the class period.</p>	<p>Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Some students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.</p> <p>Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.</p>	<p>Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Most students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.</p> <p>Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.</p>	<p>All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>All or almost all students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.</p> <p>Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.</p>

Core Teacher Skills

Maintaining High Behavior Expectations

- Providing specific, concrete, sequential, and observable directions for behavior and academics.
- Addressing all negative and off-task student behavior immediately and in a way that does not slow or disrupt the momentum of each lesson and/or station.
- Issuing logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing student behavior.
- Using voice and presence to maintain authority and convey caring for students.
- Investing time in knowing individual students and in forming relationships to best support their learning.
- Developing an active interest in students' well-being and demonstrating that interest through his/her engagement with students.

Maximizing Instructional Time

- Using efficient techniques for starting and ending lessons.
- Using efficient routines and procedures.
- Planning for and providing work for students to "say yes to" and using strategies to maintain a quick pace throughout the lesson.

Culture of Learning - Guidance for Blended Settings

Tips for Observing in a Blended Setting:

- Students may demonstrate engagement during online time with an attentive posture, note-taking, avoiding off-task distractions by other students, asking questions, and maintaining pace.
- Students move quickly and seamlessly between virtual and live instruction, exhibiting a sense of direction and purpose.
- Students move seamlessly through routines for accessing technology (e.g., acquiring hardware, logging on, returning technology, etc.).
- Students are moving through virtual lessons at an appropriate pace.
- Students know that they can ask a teacher in the room a question about their virtual lesson.
- Students are actively using scratch paper or online tools that provide space for them to work through problems during math lessons.
- When asked, students can explain to you what they are working on.
- Spend adequate time observing each learning environment to confirm that the engagement level is consistently strong throughout the class.

Tips for Post-Observation Follow-up:

- Data and work products show that students completed lessons and lesson assessments at a pace that is consistent with high expectations set during planning, but which also reflects self-pacing expectations.
- Confirm that the teacher has a plan in place for technology failures and other disruptions to plans for lesson delivery.



ESSENTIAL CONTENT

Are all students working with content aligned to the appropriate grade level or aligned competency based standards for their subject?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>The lesson does not focus on content that advances students toward grade-level or aligned competency standards or expectations, and/or IEP goals.</p> <p>Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.</p> <p>Instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course/competency and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson partially focuses on content that advances students toward grade-level or aligned competency standards or expectations and/or IEP goals.</p> <p>Only some activities students engage in are aligned to the stated or implied learning goal(s).</p> <p>Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course/competency and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level or aligned competency standards or expectations and/or IEP goals.</p> <p>Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery of the grade-level or aligned competency standard(s) and/or IEP goal(s).</p> <p>Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course/competency and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level or aligned competency standards or expectations and/or IEP goals</p> <p>All activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and build on each other to move students toward mastery of the grade-level or aligned competency standard(s) and/or IEP goals.</p> <p>All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course/competency and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>All descriptors for Level 4 are met, and the following evidence is demonstrated:</p> <p>Students make connections between what they are learning and other content across disciplines.</p> <p>Students independently connect lesson content to real-world situations.</p>

Core Teacher Skills

Planning and Delivering Lessons Effectively

- Developing a vision for student success and standards-aligned, big goal(s) that are ambitious, measurable and appropriate for all students and modes.
- Developing and providing accommodations and modifications as needed to ensure all students are able to attain learning goals.
- Allocating instructional time to address the most important content for the grade, competency, or course while also meeting individual student needs.
- Considering students' IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable).
- Anticipating common student misunderstandings given the content and ensuring strategies are in place to overcome those misunderstandings in all settings.
- Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments.
- Developing and/or using daily lesson activities that are well sequenced and move students through grade-level or aligned competency standards, regardless of learning mode.
- Delivering lesson content clearly, accurately, and with coherence, across platforms and modes. No inaccurate information is conveyed.
- Ensuring students are moving at an appropriate pace through their learning goals in order to meet long-term goals in a timely manner.



Essential Content - Guidance for Blended Settings

Tips for Observing in a Blended Setting:

- When evaluating this domain in a blended setting, it is important to note not only how the “content advances students to grade-level or aligned competency standards or expectations and/or IEP goals,” but also how personalized content that is not “on level” may still be meeting a student need (i.e., the content opens the door to that student working on “on level” material).
- All instruction, including independent learning, should be designed to support students in mastering grade-level skills or specific, aligned competency standards. Struggling students should be supported to work extensively with grade level work. Higher-performing students should be supported to engage with grade-level in greater depth and/or move forward to new, higher level content. If independent practice work is designed to remediate a missing skill (e.g. reading foundational skills or previous math concept/skills that are missing) then it should not unduly interfere with or displace on-grade level content.
- If a group of students is working on the same lesson, begin by observing the alignment of that lesson during the observation. Follow-up on other smaller group and independent work content later in the observation, taking a sample of students who are not a part of the primary lesson.
- Ask individual students if they find the work they are doing appropriately challenging. Could they be challenged more? Is it harder or easier than the work that they get in other classes (and why/why not)?
- Remember that a benefit of blended learning is that students are able to work on content that matches their readiness. However, all content should be of high quality and in service to progressing along grade-level or aligned competency standards. Take note of content that seems of mediocre or poor quality and/or that is misaligned to discuss in the post-observation follow-up.

Tips for Post-Observation Follow-up:

- Focus in on a random sample of specific students in your observation. When you follow up to get a good sense of how teachers are making decisions about content for each student, ask:
 - How did you decide what students would be working on during this time?
 - How are you making decisions about which students to pair/group?
 - To which standards/learning objectives does this content align (for each group of students)?
 - What will this student/these students be doing next?

ACADEMIC OWNERSHIP

Are all students responsible for doing the thinking in this classroom?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work.</p> <p>Very few or no students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond negatively to their peers' thinking, ideas, or answers.</p> <p>No students or very few students try hard to complete challenging academic work or answer questions.</p>	<p>Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work.</p> <p>Some students provide meaningful oral or written evidence to support their thinking.</p> <p>Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.</p> <p>Some students try hard to complete challenging academic work and answer questions.</p>	<p>Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own.</p> <p>Most students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to their peers' thinking, ideas or answers and provide feedback to their classmates.</p> <p>Most students try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.</p> <p>All or almost all students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to and build on their peers' thinking, ideas or answers.</p> <p>Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students synthesize diverse perspectives or points of view during the lesson.</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p>

Core Teacher Skills

Maintaining High Academic Expectations

- Promoting the persistence of students to get correct, defended responses.
- Using an appropriate tone when responding to student answers.
- Requiring that students use complete sentences, correct grammar and academic language.
- Circulating during independent virtual learning time to probe for deeper understanding (unless leading small group instruction).

Building Thinking Skills

- Structuring and delivering lesson activities so that students do an appropriate amount of the thinking required by the lesson.
- Posing questions or providing lesson activities that require students to cite evidence to support their thinking (as appropriate for grade level and subject).
- Providing opportunities for students to respond to and build on their peers' ideas.
- Providing support necessary for students to complete instructional tasks requiring higher-order thinking skills.

Academic Ownership - Guidance for Blended Settings

Tips for Observing in a Blended Setting:

- Students actively work to find solutions to problems before asking the teacher(s) or their peers. When asked, students can identify a problem they have encountered with a lesson. They can explain how they worked to solve it and at what point, if necessary, they asked their teacher for help.
- When students seek help from their teacher, the teacher consistently directs the inquiry back to them, primarily in the form of additional questions that facilitate their problem-solving process. This may include inquiry that encourages them to seek answers through the online tools available to them, in which case the follow-up effort may be observed.
- Teachers are using data generated from online programs to make strategic decisions about lesson content, overall groupings, learning objectives, and delivery to students based on the results.
- During independent virtual time, students may not be expected to respond to peers' thinking.
- When asked, students know how their work is connected to their larger learning goals.
- When asked, students understand why they are working in a particular learning environment and how that environment is best positioned to support their learning.

Tips for Post-Observation Follow-up:

- Ask to see evidence that students are providing meaningful oral or written evidence to support their thinking.
- Probe to determine whether virtual time reinforces small-group and large-group learning time and vice versa to help clarify whether students own the content.



DEMONSTRATION OF LEARNING Do all students demonstrate that they are learning?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.</p> <p>Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.</p> <p>Students have few opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have some opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.</p> <p>Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher.</p> <p>Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.</p> <p>Students monitor their own progress, identify their own errors and seek additional opportunities for practice.</p>

Core Teacher Skills

Leading Instruction

- Conveying or providing accurate content and all content necessary for students to achieve the learning goal(s).
- Using explanations of content that are clear, coherent and support student understanding of content.
- Identifying the appropriate learning pathways for students within a blended setting.
- Differentiating instruction as needed in response to student learning needs, including enrichment and extra support.
- Varying role (instructor, facilitator, coach, audience) as appropriate, working with individuals or small groups, based on the objectives and assessment data, and other teachers in the room.

Checking for Understanding of Content

- Accurately checking for whether students understand the key content needed to master the lesson at key moments during lessons (e.g., during direct instruction, before independent practice, at a transition, via online progress monitoring, and with an exit ticket at the end of a lesson).
- Developing and/or using informal and formal assessments that yield useable data on students' progress toward grade-level or aligned competency standards .

Responding to Student Misunderstanding

- Providing feedback that affirms correctly understood content and student progress toward the lesson objective and clarifies misunderstood content.
- Recognizing the root of student errors and re-teaching or re-framing content to address the underlying cause of student misunderstanding.

Note to observers: Your goal is to examine what students produce throughout the lesson and to assess the extent to which all students receive the opportunity to demonstrate their learning and the extent to which all students make progress towards learning goals. This includes students' oral responses and written work and should reflect most students, not just a sampling.

Demonstration of Learning - Guidance for Blended Settings

Tips for Observing in a Blended Setting:

- If a group of students is working on the same lesson, begin by observing that lesson. Follow-up on other smaller group and independent work later in the observation, taking a sample of students who are not a part of the primary lesson.
- Ask to see a students' individual dashboard (if it exists) or any other methods for monitoring progress. Follow up with students during and after class time to ask how their lesson fits in with their larger learning goals.
- Note that student self-monitoring of progress is included in both this domain and within the Student Agency domain. While this behavior is a higher order indicator in traditional classrooms, it is a critical aspect of building student agency within a blended setting (and is thus more heavily emphasized within the Student Agency domain),
- Additionally, when considering progress monitoring, consider not only progress towards "grade-level or aligned competency standards and/or IEP aligned learning goals," but towards personal learning goals that are in service of accessing grade-level content (for struggling students) or engaging with content in greater depth and/or advanced levels (for advanced students).

Post-Observation Follow-up:

- Spend time reviewing formative assessment data with teacher(s) to determine whether students demonstrated understanding. Comparing that data with baseline data from the beginning of the school year or the beginning of a unit may help the observer gauge progress made.



STUDENT AGENCY

Do all students demonstrate ownership over the process of their learning and the progress of their learning?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>Students have no choice in their learning process (e.g., what they learn, when they learn, where they learn, how they learn (mode), how they demonstrate knowledge).</p> <p>Students have no opportunities to monitor their overall course progress</p> <p>When asked, no students state that they feel successful or that they enjoy the learning process in the classrooms.</p>	<p>Students have few opportunities for choice in their learning (e.g., what they learn, when they learn, where they learn, how they learn (mode), how they demonstrate knowledge), <u>and/or</u> have limited information and skills to use when making decisions.</p> <p>Students have few or limited opportunities to monitor their overall course progress (e.g., knowing their goals, knowing their progress, knowing where this work fits, knowing what's next), <u>and/or</u> (when questioned) do not understand how to monitor progress accurately.</p> <p>When asked, few students state that they feel successful or that they enjoy the learning process in the classrooms.</p>	<p>Students have some choice in their learning process (e.g., what they learn, when they learn, where they learn, how they learn (mode), how they demonstrate knowledge), have sufficient information and skills to make choices, <u>and</u> can articulate where they are in the learning process.</p> <p>Students have some opportunities to monitor their overall progress (e.g., knowing their goals, knowing their progress, knowing where this work fits, knowing what's next), and (when questioned) can articulate how to do so.</p> <p>When asked, some students state that they feel successful and that they enjoy the learning process in the classrooms.</p>	<p>Students have many choices in their learning process (e.g., what they learn, when they learn, where they learn, how they learn (mode), how they demonstrate knowledge), have sufficiently high-quality information and skills to make decisions, and most or all students make quality decisions aligned to their learning needs and/or goals.</p> <p>Students have opportunities to monitor their overall course progress (e.g., knowing their goals, knowing their progress, knowing where this work fits, knowing what's next), and (when questioned) most or all students know how their learning fits into their larger learning goals.</p> <p>When asked, most or all students state that they feel successful and that they enjoy the learning process in the classrooms.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>All students queried can articulate the choices they are making about their learning and where they stand in relation to expectations and content mastery.</p>

Core Teacher Skills

Planning and Delivering Lessons Effectively

- Developing and clearly communicating pathways (modalities and content) for learning that offer each students multiple pathways for achieving mastery.
- Developing appropriate tools for progress monitoring.
- Training students to conduct such self-monitoring and to articulate their choices and their understanding of their progress towards immediate and long term learning goals.
- Implementing sufficient checks for holding students accountable for making choices and monitoring their progress.
- Providing structures and feedback that enable learners to practice and develop the self-directed learning skills of goal-setting, planning, accessing resources, and reflecting on learning.

Student Agency - Guidance for Blended Settings

Tips for Observing in a Blended Setting:

- Ask several students (in each setting) to show their learning path (e.g., what they learn, when they learn, where they learn, how they learn (mode), how they demonstrate knowledge).
 - Are they truly choosing *what* they are learning and *how* they are learning it? Or is their path prescribed for them?
 - Did they choose their current task or assignment? Ask them to explain their logic.
 - Are students choosing what they do when? Are they determining with whom they work?
 - Are students making smart choices that effectively advance their learning?
- Ask several students (in each setting) to explain their performance to date and/or walk through their individual dashboard (where available).
 - Do they feel successful? How do they *know* when they are successful?
 - How well can they articulate what they have learned and what is left to be mastered? Is their explanation concrete and rooted in data and/or competencies mastered? Do their explanations tie to near term and long term goals (day, week, unit, etc.)?

Post-Observation Follow-up:

- Spend time reviewing playlists and/or plans as presented to students.
 - Do the materials/playlists offer meaningful choice?
 - Do students demonstrate their understanding of how they work and how they make decisions that affect their learning pathways?
- Review individual dashboards (or comparable data sources). Does actual student progress align to students' self-assessment of their progress? Do student work products demonstrate true student success (i.e. mastery)?



TNTP Core Classroom Walk-Through Tool

The TNTP Core Walk-Through Tool is a companion to the full TNTP Core Teaching Rubric and is aligned to the same vital performance areas. This tool can be used alone to guide peer-to-peer feedback, personal reflection and non-evaluative coaching. Observers who have experience with the TNTP Core Teaching Rubric may also use the Walk-Through Tool as a note-taking and feedback resource for all classroom observations.

When you visit a classroom, ask yourself the five Essential Questions and record your notes and/or evidence in the boxes below. A solid "yes" to an Essential Question merits a "4" rating.

[Use the boxes below each question to record evidence across multiple stations (in station rotation classrooms) or across individual/small group observations (in flex models or similar)].

1. Are all students engaged in the work of the lesson from start to finish?	RATING: ____
2. Are all students working with content aligned to the appropriate grade level or aligned competency standards for their subject? What did you see students doing, reading and working with? What work do the grade-level and aligned competency standards call for?	RATING: ____
3. Are all students responsible for doing the thinking in this classroom?	RATING: ____

4. Do all students demonstrate that they are learning?

RATING: ____

5. Do all students demonstrate ownership over the process of their learning and the progress of their learning?

RATING: ____

Follow-up Questions

What's keeping you from answering 'yes' to all five Essential Questions above?

Which specific skill or technique will you and the teacher practice and develop over the next cycle?

