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| **Component** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** | |
| **3c**  **Engaging Students in Learning**  Evidence | * The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. * The pace of the lesson is too slow or too rushed. * Few students are intellectually engaged or interested. | * The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. * The pacing of the lesson may not provide students the time needed to be intellectually engaged. | * The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. * The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | * Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. * In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. * The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. * Students may have some choice in how they complete tasks and may serve as resources for one another. |
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