TKMS INSTRUCTIONAL MODEL

Observable		
Category	**Essential Question**	**Forms of Evidence**
Relationships	How are relationships present in the lesson/classroom?	-Respect for peers, teachers and selves -Teacher greeting/personal contact -Students feel safe to take risks and ask questions -Having fun/laughing/smiling -Positive reinforcement -Good Things
Engagement	How are students engaged in the lesson?	-Students focused/on task -Students are actively listening -Classroom discussions are appropriate and purposeful -Students are motivated -Higher level thinking is demonstrated
Varied Instruction/ Assessment	How is varied instruction/varied assessment used in the lesson?	**Best Practice/but not limited to:** -Teacher/student makes connections to real world and/or issues -Variety of instructional strategies -Lecture -Age + 5 minutes -Gradual release model -Inquiry based -Cooperative learning -Literacy -students use reading, writing, listening, speaking **Rigor:** -Students demonstrate a thorough, in-depth mastery of challenging work -Critical thinking/complex problem solving **Differentiation:** -Student choices -Varied pace -Explore multiple perspectives -Student/teacher discussion **Assessments:** -Varied (formative, summative, common, projects, MEAP-like, etc. etc.)
Clear Expectations	Are objectives/goals clearly stated for the lesson?	-Posted/stated objective -Teacher states relevance -Students can explain what they're learning and why

NOTE: The purpose of our instructional model is to improve student achievement by answering the question…What does good teaching look like?