

Classroom Observations

Teachers implement HQIM with integrity while adapting to their students' needs and backgrounds.

Teachers maintain integrity to core components of HQIM (text quality, grade-level rigor, standards-alignment, accurate content portrayal) for all students.

1. Students interact with core, grade-level texts from the [curriculum] during the lesson.

Not at all
 To a modest extent
 To some extent
 To a considerable extent
 To a great extent

2. Tasks are aligned to grade-level standards.

Not at all
 To a modest extent
 To some extent
 To a considerable extent
 To a great extent

3. Students participate in core instructional tasks from [curriculum].

Not at all
 To a modest extent
 To some extent
 To a considerable extent
 To a great extent

4. Tasks require all students to engage in higher-order thinking (e.g., application, analysis, synthesis, evaluation).

Not at all
 To a modest extent
 To some extent
 To a considerable extent
 To a great extent

Teachers implement HQIM with integrity while adapting to their students' needs and backgrounds.

Implementation of HQIM is adapted for student learning needs.

1. The teacher checks for understanding throughout the lesson and makes adaptations according to student understanding.

Not at all
 To a modest extent
 To some extent
 To a considerable extent
 To a great extent

2. The teacher uses instructional techniques to scaffold student learning.

Not at all
 To a modest extent
 To some extent
 To a considerable extent
 To a great extent

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.

Teachers implement HQIM with integrity while adapting to their students' needs and backgrounds.

HQIM is adapted to be culturally and linguistically responsive and affirming.

DE-CENTERING TEACHER AUTHORITY

1. **Teacher solicits or builds upon students' conceptual insights and deep expertise (i.e. real-world knowledge, conceptual knowledge).**

Not at all

To a modest extent

To some extent

To a considerable extent

To a great extent

2. **Teacher affirms or celebrates students' methods or ideas that illustrate multiple perspectives or approaches to a problem.**

Not at all

To a modest extent

To some extent

To a considerable extent

To a great extent

3. **Teacher practices power sharing to honor student agency, requests, ideas, and decisions. Teacher is flexible to follow students' leads with regard to classroom instruction.**

Not at all

To a modest extent

To some extent

To a considerable extent

To a great extent

LINGUISTIC RESPONSIVENESS

1. **The teacher positions students to use their full linguistic repertoires as valuable assets, leveraging their home language, dialect, and/or register (social or academic) to translanguage as needed.**

Not at all

To a modest extent

To some extent

To a considerable extent

To a great extent

CRITICAL CONSCIOUSNESS

1. **The teacher incorporates issues important to the classroom, school, and community.**

Not at all

To a modest extent

To some extent

To a considerable extent

To a great extent

2. **The teacher integrates and provides opportunities for the expression of diverse perspectives.**

Not at all

To a modest extent

To some extent

To a considerable extent

To a great extent

3. **The teacher provides opportunities to confront negative stereotypes and biases.**

Not at all

To a modest extent

To some extent

To a considerable extent

To a great extent

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.

Students master grade-level content.

Students engage deeply with content through the work of the lesson.

1. **Students talk and ask questions about each other's thinking in order to clarify or improve their understanding.**

Not at all

To a modest extent

To some extent

To a considerable extent

To a great extent

2. **Students do the majority of the intellectual work of the lesson.**

Not at all

To a modest extent

To some extent

To a considerable extent

To a great extent

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.