

ENGAGEMENT: Effective teachers require students to talk, write, investigate, read, and listen at a deep, critical level in order to meet the rigor of the course of study standards. (AQTS 2.4, 2.5, 2.6, 2.7)

	Ineffective	Developing	Effective	Exemplary
T E A C H E R	<ul style="list-style-type: none"> ● <u>TWIRL 2.0:</u> provides no modeling or opportunity for students to Talk, Write, Investigate, Read, Listen ● <u>Strategies:</u> incorporates few or no research-based instructional strategies into daily lessons, feedback is non-existent or negative, and content is delivered mainly through teacher-talk ● <u>Environment:</u> does not encourage a supportive learning environment and/or provides no resources ● <u>Connections:</u> does not connect content to the real-world ● <u>Technology:</u> does not incorporate technology 	<ul style="list-style-type: none"> ● <u>TWIRL 2.0:</u> provides some opportunity for students to Talk, Write, Investigate, Read, Listen ● <u>Strategies:</u> incorporates researched-based instructional strategies that may not lead students to the depth of the standard, offers minimal feedback, and teacher-talk predominates ● <u>Environment:</u> encourages a supportive learning environment, with some resources ● <u>Connections:</u> informs students of real-world connections ● <u>Technology:</u> uses technology minimally/as a digital pencil 	<ul style="list-style-type: none"> ● <u>TWIRL 2.0:</u> engages students through Talking, Writing, Investigating, Reading and Listening ● <u>Strategies:</u> incorporates researched-based instructional strategies that lead students to the depth of the standard, offers feedback to learners towards standard mastery, and facilitates strong student-to-student and student-to-teacher interactions ● <u>Environment:</u> encourages a supportive environment with ample resources ● <u>Connections:</u> provides experiences to foster real-world connections ● <u>Technology:</u> uses technology effectively to enhance student learning 	<ul style="list-style-type: none"> ● <u>TWIRL 2.0:</u> engages students through Talking, Writing, Investigating, Reading and Listening within a daily lesson ● <u>Strategies:</u> facilitates researched-based instructional strategies that lead students beyond the depth of the standard, gives feedback to move student learning forward, and encourages student-led learning ● <u>Environment:</u> serves as a model for a supportive classroom environment with ample resources ● <u>Connections:</u> creates experiences to foster real-world connections across the curriculum ● <u>Technology:</u> designs tasks that include research, problem-solving, collaboration, and the creation of original works by students
S T U D E N T S	<ul style="list-style-type: none"> ● <u>TWIRL 2.0:</u> engage in only one component of TWIRL 2.0 ● <u>Participation:</u> are off task; discussions are unrelated to the task ● <u>Connections:</u> make no connections to content ● <u>Productive struggle:</u> are not provided an opportunity to engage in productive struggle ● <u>Technology:</u> do not use technology, or use it inappropriately 	<ul style="list-style-type: none"> ● <u>TWIRL 2.0:</u> engage in some, but not all, TWIRL 2.0 components ● <u>Participation:</u> are compliant with tasks; discussion deviates from task occasionally ● <u>Connections:</u> make minimal connections to content ● <u>Productive struggle:</u> engage in productive struggle but lack stamina to persevere ● <u>Technology:</u> demonstrate limited use of technology, or use it as a digital pencil 	<ul style="list-style-type: none"> ● <u>TWIRL 2.0:</u> actively engage in all TWIRL 2.0 components ● <u>Participation:</u> work collaboratively and independently to engage with tasks; discussion leads to a deeper understanding ● <u>Connections:</u> connect content to real-life experiences ● <u>Productive struggle:</u> engage in productive struggle and persevere to meet the learning target ● <u>Technology:</u> use technology effectively to meet a standard 	<ul style="list-style-type: none"> ● <u>TWIRL 2.0:</u> engage in all TWIRL 2.0 components within a daily lesson ● <u>Participation:</u> model collaboration; discussion leads to the mastery of standards ● <u>Connections:</u> make connections across the curriculum to real-life experiences ● <u>Productive struggle:</u> engage in productive struggle to extend learning beyond the learning target ● <u>Technology:</u> conduct research, solve problems, create original works, and use technology to collaborate, gather, and evaluate information