This is the video observation rubric that will be used for the study.

Thirteen PLATO Elements

Accommodations for Language Learning (ALL)

The element of **Accommodations for Language Learning (ALL)** focuses on the range of strategies and supports that a teacher might use to make a lesson accessible to non-native English speakers or native speakers struggling to develop ELA skills. These accommodations take into account individual students' levels of language proficiency and can include a strategic use of primary language, differentiated materials (pictures, other visuals, or hands-on materials), as well as graphic organizers and visual displays to make texts and instruction accessible to all students. At the high end, teachers effectively modify assignments and assessments so that all students successfully meet the ELA goals for the lesson, despite their level of language proficiency.

	1 Provides almost no evidence	2 Provides limited evidence	3 Provides evidence with some weaknesses	4 Provides consistent strong evidence
Supportive Materials for Language Learning	Teacher does not provide accessible, supportive materials in the room (charts, sentence starters) that students can use as referents/prompts.	Teacher provides a few accessible, supportive materials that are relevant to the purpose of the lesson in the room to assist students, but neither the	Teacher provides accessible, supportive materials that are relevant to the purpose of the lesson to assist students and prompts or refers	Teacher provides accessible, supportive materials that are relevant to the purpose of the lesson to assist students. Teacher prompts students to

		teacher nor the students use them.	students to use them.	use the supports as they complete the activity and there is evidence that students use them.
Use of Academic Language	Teacher does not introduce, define, or prompt use of academic and disciplinary terms.	Teacher rarely introduces, defines, or prompts the use of key academic and disciplinary terms, but the teacher and students do not use them in classroom conversation. Alternatively, the teacher may use academic terms, but not explain their meaning to students.	Teacher introduces, defines, prompts, incorporates, and repeatedly highlights key academic and disciplinary language into instruction.	Teacher consistently introduces, defines, prompts, incorporates, and repeatedly highlights key academic and disciplinary language and terms. Teacher provides multiple opportunities for students to use these terms.

Behavior Management (BM)

The element of **Behavior Management (BM)** focuses on the degree to which behavior management facilitates academic work and is concerned with behavioral norms and consequences. This component does not presume that an ideal classroom is a quiet and controlled one. The key question is whether student behavior is appropriate for the task at hand; an "orderly" classroom will look different during a lecture than it would during small group work. Teachers who take a more active role in behavior management or have different standards in terms of noise level in the classroom should not be penalized if students respond quickly and appropriately to teacher comments (e.g., "Lower your voices." "Eyes up here."), and the classroom is orderly and students are generally on task. However, repeated disciplinary comments can be used as evidence that students are not responding appropriately We differentiate between off-task and disruptive behavior and capture visible/audible off-task behavior that is not necessarily disruptive in time management.

	1 **Provides almost no evidence**	**2** **Provides limited evidence**	**3** **Provides evidence with** **some weaknesses**	**4** **Provides consistent strong evidence**
Behavior Management	The classroom is disorderly, and student behavior is a major impediment to learning. There are many instances in which	The classroom is somewhat disorderly, and student behavior sometimes impedes learning. There may be a few	The classroom is mostly orderly, and student behavior generally permits learning. There may be limited instances in which	The classroom is orderly, and student behavior facilitates learning. There are almost no instances of

	disruptions distract a majority of the class from learning. If delivered, consequences are ineffective or the teacher does not follow through.	instances in which disruptions distract a majority of the class from learning or multiple disruptions for correcting student behavior. If delivered, consequences are ineffective or the teacher does not follow through.	disruptions distract one or a few students from learning (e.g., a couple of students are roughhousing with each other but not distracting the rest of the class). However, there are no disruptions that distract the majority of the class from learning. If delivered, consequences are clear and consistent.	disruption that distract students from learning, and students may monitor themselves and others. If delivered, consequences are clear and consistent.

Classroom Discourse (CD)

The element of **Classroom Discourse (CD)** focuses on the opportunities students have for extended ELA-related talk with the teacher or among peers, and the extent to which the teacher and other students pick up on, build on, and clarify each other's ideas. At the low end, the teacher does the majority of the talking and, if student talk is present, the teacher and students do not build on previous responses; rather, the talk is disconnected. At the highest level, students engage in elaborated, coherent, and focused discussions, in which the teacher and other students build on each other's contributions and prompt each other to clarify and specify their ideas.

	1 Provides almost no evidence	2 Provides limited evidence	3 Provides evidence with some weaknesses	4 Provides consistent strong evidence
Uptake of Student Responses	Teacher or students rarely if ever respond to students' ideas about ELA content. Automatic teacher responses that simply acknowledge or echo student contributions (e.g., repetition, "Okay," "Good	Teacher or students respond briefly to student ideas, and responses do not elaborate or help develop the ideas (e.g., restating without academic language, simple "I agree/disagree" statements that do not specifically reference a previous comment). Alternatively, the teacher may mostly respond to student ideas with automatic responses	Teacher or student contributions show a balance between brief responses and higher-level uptake (e.g., re-voicing in academic language; asking for clarification, elaboration or evidence). There are multiple instances in which the teacher or students specifically address student ideas.	Teacher or students consistently engage in high-level uptake of students' ideas, responding in ways that expand on student ideas or enable students to further explain, clarify and specify their thinking.

	job," "Thanks") would fall into this category. Teacher accepts answers without asking for clarification or elaboration.	interspersed with an isolated instance of higher-level uptake (e.g., re-voicing in academic language; asking for clarification, elaboration or evidence).		
Opportunities for Student Discussion	There are few to no opportunities for ELA-related student talk. Teacher lecture, extended introduction (including giving directions) to an assignment or activity, or recitation formats lasting fewer than 5 minutes would fall in this category.	Talk is tightly teacher-directed, but there are occasional opportunities for brief ELA-related student talk. Examples include recitation formats lasting 5 minutes or longer, or ELA related talk (whole group, small group, partner talk) lasting fewer than 5 minutes.	Teacher provides opportunities for at least 5 minutes of ELA-related conversation between teacher and students, and/or among students. Some students participate by speaking and/or actively listening, but only 2-3 students are the primary participants. There may still be a substantial amount of teacher direction, and some of the questions that guide the conversation are open-ended. Student-directed discussions that fail to stay on-track would also be at this level.	Teacher provides opportunities for at least 5 minutes of ELA-related conversation between teacher and students, and/or among students. The majority of students participate by speaking and/or actively listening, and students are responding to each other, even if the teacher is still mediating the conversation. The questions that guide the conversation are mostly open-ended, and the focus of the conversation is clear and stays on-track.

Connections to Personal and Cultural Experiences (CPE)

The element of **Connections to Personal and Cultural Experiences (CPE)** focuses on the extent to which new material is connected to students' personal and cultural experiences. At the high end, these linkages engage students in a lesson, pique their interest in a topic, and illustrate ideas and concepts within English Language Arts. At the low end, references may be made to personal and cultural experiences, but they are not strongly connected to the content of the lesson or to the goals of ELA instruction more generally and so do not seem to advance student learning.

	1 **Provides almost no evidence**	2 **Provides limited evidence**	3 **Provides evidence with some weaknesses**	4 **Provides consistent strong evidence**
Links to Personal and/or Cultural Experiences for Academic Purpose	Teacher or students do not refer to or elicit students' personal and/or cultural experiences to engage them in a topic or to illustrate a point or idea.	Teacher or students may refer briefly or superficially to students' personal experiences and/or cultural phenomena or try to elicit students' personal/ cultural experiences. Connections made are not sufficiently clear or specific to enable a deeper understanding of the material.	Teacher or students elicit or refer to students' personal and/or cultural experiences to engage them in a topic or to illustrate a point or idea. Connections made are not sufficiently clear or specific to enable a deeper understanding of the material.	Teacher or students effectively refer explicitly to and elicit students' personal experiences to engage them in a new topic or to illustrate a new point or idea. Connections made to new learning objectives are clear, explicit, and specific enough to enable a deeper understanding of the material.

Connections to Prior Academic Knowledge (CPK)

The element of **Connections to Prior Academic Knowledge (CPK)** focuses on the extent to which new material is connected to students' previous academic knowledge. At the high end, new material explicitly builds on prior academic knowledge to develop skills, strategies, and conceptual understandings within a knowledge domain in order to meet the lesson's goals. At the lower end, connections may be made occasionally, but they do not advance student learning.

	1 **Provides almost no evidence**	2 **Provides limited evidence**	3 **Provides evidence with some weaknesses**	4 **Provides consistent strong evidence**
Links to Prior Academic Knowledge	Teacher or students do not refer to prior lessons nor elicit students' prior/background academic knowledge on a topic.	Teacher or students may refer briefly or superficially to prior lessons and/or attempt to elicit students' prior/background academic knowledge. Connections made between prior	Teacher elicits or refers to students' prior/background academic knowledge multiple times on a topic. Connections made between prior knowledge and the	Teacher or students refer explicitly to prior lessons and elicit students' prior/background academic knowledge on a topic (one or several really clear examples). Connections made between prior

		knowledge and the day's lesson are not sufficiently clear.	day's lesson are clear enough to enable understanding of the material.	knowledge and new ELA concepts or tasks are a clear, explicit, and specifically tied to new material.

Feedback (FDBK)

The element of **Feedback (FDBK)** focuses on the quality of feedback provided in response to student application of ELA skills, concepts, or strategies. Feedback includes comments on the quality or nature of student work as well as suggestions for how students can improve the quality of their work.

At the high end, feedback is specific and targets the skills at the heart of the activity. The feedback helps students understand the quality of their work and helps students better perform the task at hand by addressing substantive elements of the task. At the low end, feedback consists of vague comments that are not clearly anchored in student work and suggestions for improvement tend to be procedural (i.e. focused on the instructions for the activity rather than the skills or knowledge that students are applying). These comments do not help students gauge their progress and do not provide a means for students to improve. At the low end, feedback may also be confusing or misleading.

Feedback can be provided while students are working on a task or after a task has been completed. Teachers may also orient students to an activity they are about to do by providing feedback on past work (e.g., "I noticed that when writing dialogue, many of you did a great job of incorporating different dialects, so we're going to build on that by working with dialect in our poetry.").

	1 **Provides almost no evidence**	2 **Provides limited evidence**	3 **Provides evidence with some weaknesses**	4 **Provides consistent strong evidence**
Quality of Feedback	The teacher does not provide feedback to students.	Teacher and/or students provide feedback that is vague, repetitive, perfunctory, or misleading (e.g., "Good job," "Right," "No"). Suggestions for how to improve student performance are procedural rather than substantive. Teacher questions that imply next steps or suggestions for improvement fall at this level (e.g., "Have you thought about adding more details?" or "Have you asked your neighbor what they think?").	Teacher and/or students provide some feedback specific to features of students' work or ideas. Feedback is constructive and clear. Suggestions for how to improve work are a mix of the procedural and substantive.	Teacher and/or students frequently and consistently provide specific feedback. Suggestions for how to improve work are largely substantive. It is reasonable to infer that feedback helps students with the activity.

The element of **Intellectual Challenge (IC)** focuses on the intellectual rigor of the activities students engage in during the instructional segment.

- Activities with **high** intellectual challenge ask students to engage in **analytic or inferential thinking**.
- Activities with **low** challenge, in contrast, only require students to engage in **recall or rote thinking**.

Intellectual Challenge also depends on the level of analytic or inferential thinking demanded by the **questions asked by the teacher** during class activities.

- When the class is working as a **whole group**, score intellectual challenge based on the **proportion of the wor**k that is inferential or analytic.
- When the teacher provides instructions and asks students to **work individually or in small groups**, determine the intellectual challenge of the activities as presented by the teacher and then adjust the score according to **comments and questions by the teacher and students**.
- High-level questions can maintain the rigor of a challenging task or can increase the rigor of an otherwise rote or routine task.
- Questions and comments that focus on routine, rote, or procedural aspects of an otherwise challenging task will degrade the score.

	1 **Provides almost no evidence**	2 **Provides limited evidence**	3 **Provides evidence with some weaknesses**	4 **Provides consistent strong evidence**
Intellectual Demand of Activities and Questions	Teacher provides activities or assignments that are **almost entirely rote or recall**. Silent reading and lecture without the provision of inferential or analytic focusing questions for students would score at this level.	Teacher provides activities or assignments that are **largely rote or recall,** but a portion of the segment promotes analysis, interpretation, inferencing, or idea generation.	Teacher provides a **mix of activity** or assignments: most promote analysis, interpretation, inferencing, or idea generation, and a few are focused on recall or rote tasks.	Teacher provides **rigorous activities or assignments that largely promote** sophisticated or high-level analytic and inferential thinking, including synthesizing and evaluating information and/or justifying or defending their answers or positions.
Adjustment based on teacher and student questions	Do not adjust the score if teacher and student questions and comments are in line with rigor of the activity as initially presented to students. + **Adjust UP** one score point if teacher and student questions and comments are more challenging than the activity as initially presented.			

and comments	• High-level questions and comments direct students to: analyze, infer, explain their ideas, or justify their answers. - **Adjust DOWN** one score point if teacher and student questions and comments are less challenging than the activity as initially presented. • Low level questions and comments direct students to: recall information, restate rote facts, and focus on procedural aspects of a task. • Teacher comments that provide "answers" for students also degrade the rigor of the activity.	

Modeling and Use of Models (MOD)

The element of **Modeling and Use of Models (MOD)** focuses on the degree to which a teacher visibly enacts strategies, skills, and processes targeted in the lesson to guide students' work before or while they complete the task, the extent to which they are analyzed or not, and whether they are used to illustrate for students what constitutes good work on a given task. The teacher might model metacognitive or discussion strategies, a think aloud on how to identify theme, demonstrating how to support a statement with textual evidence, and so on. Modeling often includes think-aloud and role-plays. This element also includes the use of models to support students in completing the task at hand. At the high end, the teacher decomposes specific features of the process by using modeling or models to provide detailed instruction. At the low end, the teacher may simply refer to a model, without using it to provide instruction in the task at hand or visibly enacting the strategies, skills or processes that are targeted. Students may also be involved in modeling. A teacher who completes the student task while the students are completing the task with no additional instruction (e.g., reading during SSR or journaling while students are journaling) receives a 2 on this element.

	1 **Provides almost no evidence**	2 **Provides limited evidence**	3 **Provides evidence with some weaknesses**	4 **Provides consistent strong evidence**
Modeling	Teacher does not visibly enact strategies, skills, or processes targeted in the lesson. A model, if present, is not explained or used to provide instruction in the task at hand.	Teacher partially demonstrates or enacts strategies, skills, or processes targeted in the lesson, but the modeling is incomplete, only available to some students, or inaccurate or unclear.	Teacher clearly, accurately, and completely enacts strategies, skills, or processes targeted in the lesson. The modeling is complete and available to most students.	Teacher clearly, accurately, and completely enacts strategies, skills, or processes directly related to ELA targeted in the lesson. The modeling goes beyond showing students how to complete procedural tasks. In addition, the

		And/or The teacher makes explicit reference to a model of the strategies, skills, or processes targeted in the lesson in the classroom. However, the model is incomplete, only available to some students, or unclear or inaccurate.	*And/or* The teacher uses a model during. The model is complete, accessible to most students, clear, and accurate.	teacher decomposes specific features of the process, strategy, or skill being modeled by explaining how and why. And/or The teacher uses a model during instruction, decomposing specific features of the model that go beyond the surface features. The model is complete, accessible to most students, clear, and accurate.

Purpose (PUR)

The element of **Purpose (PUR)** attempts to capture both the coherence of the lesson around a communicated objective (internal learning goal) and the position of the lesson within a larger context (situated learning goal). The internal learning goal speaks to lesson structure and the relevance of classroom activities toward meeting a learning goal identified by the teacher. Situated purpose speaks to the future relevance to motivate the students to engage with the task at hand. The element focuses on whether the purpose of the lesson is made explicit by the teacher, is tied to the goals of ELA instruction, and is reflected in the activities undertaken by the class. At the highest level an ELA related purpose is clearly articulated, the lesson activities directly address and make progress toward the stated purpose, and the teacher or students check their progress toward achieving the purpose during and at the end of the lesson.

	1 Provides almost no evidence	2 Provides limited evidence	3 Provides evidence with some weaknesses	4 Provides consistent strong evidence
Purpose	There is no clear learning goal in the class or the learning goal is not related to the development of reading and writing skills, oral	There is a learning goal communicated or inferred, that is connected to the development of ELA skills. The goal takes the form of a general	There is a clearly communicated, specific, learning goal that is connected to the development of ELA skills.	There is a clearly communicated, specific, learning goal that is connected to the development of ELA skills.

| | | | The lesson's activities align to and target the specific learning goal. | The lesson's activities align to and target the specific learning goal. There is evidence that students are aware of the purpose. The teacher or students refer back to the purpose during the segment. |
| communication, or understanding of literature. | topic or activity (e.g., "Today we will learn about mood."). The lesson's activities may not align to the learning goal. | | The teacher makes clear how the lesson will support students' development as readers and writers. | Teacher makes clear how lesson will support students' development as readers and writers. |

Representation of Content (RoC)

The element of **Representation of Content (RoC)** focuses on the teacher's ability and accuracy in representing ELA content (reading, writing, literature, grammar/mechanics, and oral communications) to students through effective and meaningful explanations, examples, and analogies, along with the conceptual richness of the teacher's instructional explanations. Only publicly visible representations of content should be factored into scoring (i.e. examples in textbooks or on worksheets that are not discussed as a class should not be factored into a segment's score). At the lowest level, the teacher may introduce ideas (i.e. close reading, editing, symbolism), but either does not provide any examples or explanations or provide incorrect examples or explanations. At the highest level, the teacher provides clear and nuanced explanations and helps students distinguish between different but related ideas, and the instruction focuses on conceptual understanding of ELA content. Clarity of directions of instructions should not factored into scoring this element. The ways in which students represent content should also not be factored into a segment's score except when the teacher picks up on or clarifies a student's idea with an example, model, analogy, or explanation. In the rare case where the teacher is not representing any content during the full fifteen minutes (i.e. during Sustained Silent Reading), one should score this element a 1.

	1 Provides almost no evidence	2 Provides limited evidence	3 Provides evidence with some weaknesses	4 Provides consistent strong evidence
Quality of Instructional Explanations	Teacher provides weak or incorrect explanations of ELA concepts that may include incorrect analogies,	Teacher provides incomplete or perfunctory examples, analogies, or explanations that only touch on	Teacher provides accurate and clear examples, analogies, or explanations to sufficiently explain ELA concepts. While the teacher may address	Teacher provides examples, analogies, or explanations that are accurate and clear. In addition, the teacher addresses student

	examples or explanations.	surface-level features of ELA content. The explanations are only partially successful in illuminating a concept.	student misunderstandings, the teacher does not highlight the nuances of concepts, or provide counterexamples to help students distinguish among different features of related ideas.	misunderstandings, highlights the nuances of concepts (perhaps through the use of multiple slightly different examples or models), or provides counterexamples to help students distinguish among different features of related ideas.
Conceptual Richness of Instructional Explanations		The teacher provides superficial representation of ELA content, focusing on rules, procedures and labels, with little attention to conceptual or deeper understanding.	The teacher's representation of content includes a balance of a focus on rules, procedures, and labels, as well as attention to conceptual or deeper understanding.	The majority of the teacher's instruction focuses on conceptual understanding of ELA content. The teacher provides instruction that goes beyond the superficial to a focus on interpretation or deeper understanding of the concepts.

Text-Based Instruction (TBI)

The element of **Text-Based Instruction (TBI)** assesses the degree to which students engage in activities and discourse that are grounded in authentic texts. The element captures both the degree to which students use authentic texts and engage in the production of them. At the highest level, the teacher is using the text in the service of a larger goal: the development of readers and writers. Students actively use authentic texts for a sustained period of time to deepen their understanding of the text and wider genre and/or engage in writing authentic texts for a sustained period of time with attention to specific features of style and genre.

Authentic texts include: published material, student-generated work, pieces of music or art, or film/video. When excerpts of text are taken entirely out of context (specific words or sentences divorced from the surrounding text, they no longer function as authentic texts). The use of texts for purely informational purposes (e.g., definitions in a dictionary, explanations in a textbook) is not considered text-based instruction.

This element can apply to instruction across domains of ELA; for example, in grammar instruction, this element would distinguish among teachers who teach grammar rules out of context of a text and those who tie grammar instruction to either student or published texts.

When scoring this element it is recognized that a lesson many not include both the opportunity for using and producing authentic texts. The rater should score each indicator separately as observed.

	1 Provides almost no evidence	2 Provides limited evidence	3 Provides evidence with some weaknesses	4 Provides consistent strong evidence
Use of Authentic Texts in Instruction *Considerations*: - Use of authentic texts - Focus on specific features of the text - Building understanding of text/genre - Duration	There are no authentic texts present or an authentic text is present and students are rarely asked to make use of it. Reading silently without a particular task at hand, or reading aloud without out contextualization	Teacher provides instructional activities or opportunity for discussion that require students to refer to authentic texts. References to the text, when they occur, focus on recall of specific details and do not contribute to a broader understanding of the text.	Teacher provides instructional activities or opportunity for discussion that require students to actively use authentic texts. Students are required to cite specific features or evidence in order to construct an understanding of the text.	Teacher provides instructional activities or opportunity for discussion that require students to actively use authentic texts for a sustained period of time. Students are required to cite and analyze specific features of the text in order to build a deeper understanding of the text, and often the genre and how to approach texts in general.
Production of Texts *Considerations*: - Quality of task - Length of writing produced - Duration - Attention to craft	There are no opportunities for students to engage in the writing process, or the students' writing is formulaic (e.g., fill-in-the-blank, recopying), or less than a paragraph in length of connected text (e.g., short answers or note taking), or for less than 3 minutes.	Teacher provides opportunities for students to engage in the process of writing brief pieces of connected text. Texts in this category include unstructured opportunities for idea generation (e.g., short answers, responses, journal prompts, quick writes, pre-writing) that may be longer than a paragraph. Students write for at least 3 minutes.	Teacher provides sustained opportunities for students to engage in the process of writing authentic and extended texts (either creative or expository) within a particular genre or structure.	Teacher provides sustained opportunities for students to engage in the process of writing authentic and extended texts (either creative or expository) and explicitly focuses students' attention to issues of writing craft, style or genre in their writing.

Time Management (TM)

The element of **Time Management (TM)** focuses on the amount of time students are engaged in ELA focused activity. It looks at the teacher's efficient organization of classroom routines and materials to ensure that little class time is lost and that instructional time is maximized. Periods of downtime may occur for lack of procedures in routines such as getting into groups, passing out papers, or collecting work. In addition, behavior management issues may impact time management. For example, a teacher who spends a significant amount of whole-class activity addressing student misbehavior would be scored down on time management.

	1 Provides almost no evidence	2 Provides limited evidence	3 Provides evidence with some weaknesses	4 Provides consistent strong evidence
Time Management	The teacher may not provide ELA activities for students. (Less than 10 minutes of the 15-minute segment are used for ELA activities.) There are extended periods of downtime, confusion, or time off-task. If they occur, transitions consume a significant amount of classroom time and are highly disorganized.	Much of the segment is used for ELA activities. (At least 10 minutes of the 15 minutes are used for ELA activities.) Periods of downtime or time off-task are evident. ELA activities may take significantly less or more time than allotted. If they occur, transitions between activities consume some classroom time and are somewhat disorganized.	All or almost the entire segment is used for ELA activities (At least 13 of the 15 minutes are used for ELA activities.) If they occur, transitions between activities move the class along, although some time is lost due to small inefficiencies.	The entire segment is used for ELA activities. The teacher actively monitors students and adjusts time for activities accordingly. If they occur, transitions between activities are smooth, efficient, and require little teacher facilitation.

Strategy Use and Instruction (SUI)

The element of **Strategy Use and Instruction (SUI)** focuses on the teacher's ability to teach strategies and skills that supports students in reading, writing, speaking, listening, and engaging with literature. ELA strategies may help students complete such tasks as reading for meaning, generating ideas for writing, or figuring out the meaning of unfamiliar words. Strategy instruction does not include the teaching of rules (e.g., grammar/spelling rules, definitions of parts of a story). The teacher can use a variety of methods for teaching explicit strategies, including modeling strategies, providing opportunities for guided practice, etc. At the high end teachers provide the opportunity for students to develop a repertoire of strategies and skills that they can use flexibly and independently, depending on

their purpose. At the low end, where strategy instruction is minimal or insufficient, teachers may repeat definitions and rules when students are stuck.

	1 Provides almost no evidence	2 Provides limited evidence	3 Provides evidence with some weaknesses	4 Provides consistent strong evidence
Strategy Use and Instruction	Teacher does not refer to or provide instruction about strategies. This includes referring to strategies without discussion of why or when to use them.	Teacher introduces or refers to at least one strategy including why to use it, however, the teacher does not provide explicit instruction on how to use the strategy. Or the teacher prompts student to use strategies and there is evidence that students use them.	Teacher provides explicit, but limited, instruction about a strategy, including how to use it.	Teacher provides explicit and detailed instruction about one or more strategies, including how (and often why or when) to use them.

Note. This observation rubric is based on existing instrument (Grossman et al., 2013, 2014).