

## Crosswalk of Expectations for Tiered Instruction and DESE Instructional Inventory

<b><u>Planning</u></b>	<b><u>DESE</u></b>
Teacher plans reflect strategies that address the learning needs of all of their students.	1,2,8
Content is challenging and designed to make all students think critically.	1,2,3
The teacher consistently modifies the curriculum to provide access for all students, in particular, for ELL and Special Needs students.	8,9
Plans include formative assessments and possible/probable adjustments to instruction based on the results of these assessments.	11
<b><u>Instruction</u></b>	<b><u>DESE</u></b>
Teacher routinely uses a variety of instructional strategies to ensure that all students meet or exceed the state and common core standards.	3,4,5,7
Teacher builds student understanding by linking new concepts to their prior knowledge.	4,5,6
Student responses are articulate and comprehensive and use the language of the subject.	7
Students are able to articulate where the content fits into the overall scheme of their learning and are able to explain what they are learning and why.	1,7
The lesson structure is clear to students and provides scaffolding of concepts to bring students to a deeper understanding of content.	3,5
<b><u>Assessment</u></b>	<b><u>DESE</u></b>
Assessment is embedded in daily instruction and is used to inform instruction on a daily basis	11
Teacher regularly uses formative assessment to determine student level of readiness for content instruction.	11
Assessments are routinely modified to determine the progress of all students' progress toward their learning goals, particularly for high achieving students, and ELL and Special Needs students.	8.9.11
Teacher uses a variety of strategies to assess all student's understanding of key points of the lesson/unit.	11
All students are able to demonstrate mastery of the lesson/unit learning objective in a variety of ways	9,11
Students may have some choice in demonstrating their mastery of concepts.	7
Most (at least 85%) students are able to relate subject matter concepts to other content areas.	3,5,9