

HTPD Level Indicators for General Education Teachers

A Practical Guide for Identifying and Supporting General Education Teacher Growth

Positive Student Relationships and High Expectations

- Greets students by name and uses personal connections to launch learning.
- Responds to student struggles with empathy, without lowering expectations.
- Enforces expectations consistently and respectfully.
- Communicates belief in all students' ability to succeed.
- Connects content to student interests or backgrounds.

Effective Routines and Procedures

- Establishes and maintains routines that are explicit, rehearsed, and revisited throughout the year—not just at the beginning of the school year.
- Uses consistent cues, signals, and visual supports that help students navigate the school day independently.
- Reteaches expectations as needed—without shame, sarcasm, or frustration.
- Recognizes when a routine isn't working and adapt the system instead of blaming the student.
- Balances flexibility with consistency, knowing which procedures are non-negotiable and which can be responsive.

Content and Performance Standards: Curriculum, Instruction & Assessment

- Plans instruction around priority standards—not just activities or pacing guides
- Uses curriculum as a tool to support standards-based instruction
- Designs and delivers lessons with a clear learning objective tied to a standard
- Checks for understanding and adjusts instruction based on student learning
- Uses student work samples to inform instruction and next steps
- Aligns classroom assessments to the standard being taught
- Begins to analyze patterns in student performance across multiple assessments

Authentic Student Engagement

- Designs lessons that require students to think, discuss, and explain.
- Uses real-time strategies (e.g., cold calling, turn-and-talks) to check engagement.
- Adjusts instruction based on student response or attention.
- Avoids busy work and low-level tasks.
- Students are doing most of the thinking, talking, and doing.

Differentiated Instruction and Decisions Based on Data

- Small groups are based on current data and specific student needs.
- Plans ahead for students who may need scaffolding.
- Students remain in the classroom during core instruction, with supports built in.
- Independent tasks are meaningful and connected to grade-level goals.
- Instruction shifts in real time based on what students demonstrate.

Rigor and Relevance

- Students complete tasks that require deep thinking, analysis, or problem-solving.
- Projects and lessons are aligned to standards and student interest.
- Cognitive work is student-centered, not teacher directed.
- PBL (if used) is purposeful, not just a fun event.
- Relevance adds meaning, not just engagement.

Student-Directed Learning

- Students set learning goals and choose how to meet them.
- Teacher acts as a coach, asking questions and supporting reflection.
- Students explain their strategies and assess their own progress.
- Individual paths still lead to shared learning outcomes.
- Responsibility is released with purpose, not all at once.