Framework *for* Effective Teaching Handbook

2011–2012

DENVER PUBLIC SCHOOLS • DENVER COLORADO •

EMPOWERING EXCELLENT EDUCATORS

DCTA

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Introduction:

Empowering Excellent Educators (EEE)

In the summer of 2009, Denver Public Schools embarked on the development of a strategic plan to empower our single largest asset—our educators—to deliver the highest quality instruction in every school, in every classroom, and to every student. DPS is currently engaged in efforts to dramatically alter the landscape of educator effectiveness—from recruitment to retention to how principals and teachers are developed and supported. This work is collectively known as Empowering Excellent Educators (EEE).

A key element of the Empowering Excellent Educators effort is the collaboration with the Denver Classroom Teachers Association (DCTA) and our work with DPS educators to define effective teaching in the district and build a meaningful system of observation, feedback, evaluation, and support for teachers.

The DPS Framework for Effective Teaching serves as the foundation for the Empowering Excellent Educators work in DPS. It provides teachers and principals with:

- ***A shared understanding of effective teaching in DPS***
- A foundation upon which teachers can reflect and perfect their craft
- The observation tool used in Leading Effective Academic Practice (LEAP), the new teacher evaluation and support system
- A basis upon which all professional development is aligned

Our hope is that Empowering Excellent Educators will elevate the teaching profession within DPS and in our community and shine a national spotlight on the far-reaching and profound impact we know teachers have on their students.

The *DPS Framework for Effective Teaching*:

A Shared Understanding of Effective Teaching

The Framework for Effective Teaching serves as the foundation for Empowering Effective Educators. It provides teachers and principals with a shared understanding of the characteristics of effective teaching and a foundation upon which they can reflect and perfect their craft.

DPS and the DTCA recognize that a successful Framework and the supporting evaluation system must be informed by the ideas and experiences of actual practitioners. Therefore, the DPS Framework for Effective Teaching was designed in a very grassroots fashion with input from the Teacher Effectiveness Design Team (an internal committee comprised of DPS teachers and principals), national research, and from national consultants from the Center for Teacher Quality.

The Framework currently includes the two domains of Learning Environment and Instruction, which break down into eight expectations and 21 indicators. We are in the process of building out the Planning and Preparation and Professionalism domains of the Framework. These domains include elements of teacher practice such as working with parents, collaborating with colleagues, analyzing student data, and planning effective lessons. When finalized, these two domains will be added to the two others to round out and complete the Framework for Effective Teaching.

With the DPS Framework for Effective Teaching, performance ratings move from a binary system of "satisfactory" and "unsatisfactory" to a continuum of performance with four levels of effectiveness and seven rating categories:

- Not Meeting (1-2)
- Approaching (3-4)
- Effective (5-6)
- Distinguished (7)

Multiple ratings provide the opportunity to identify areas of strength as well as growth opportunities. Teachers are able to target their professional development to their growth areas. All teachers, whether new to the profession or veteran teachers, can continue to grow professionally and be even better for their students.

Leading Effective Academic Practice

2011–2012 LEAP Pilot

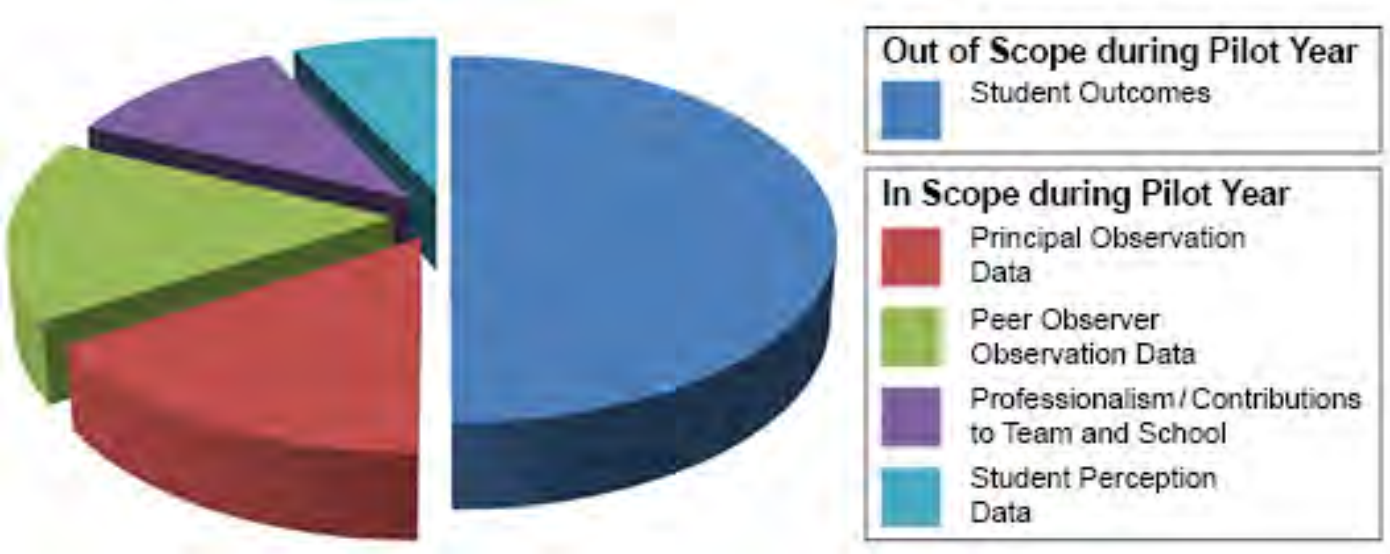
Building upon the DPS Framework for Effective Teaching is the development of a comprehensive performance assessment system that provides teachers with additional feedback, coaching, and support so they can continue to learn and grow professionally.

LEAP includes *multiple measures*:

- Principal Observation Data
- Peer Observation Data
- Professionalism/Contributions to Team and School
- Student Perception Survey Data
- Student Outcome Data

The Denver Classroom Teachers Association and DPS have worked together to ensure that DPS teachers and principals have a central role in every step of the design and development of LEAP: from focus groups to design teams to the LEAP pilot, educator voice is guiding every step of LEAP's development.

The 2011–2012 LEAP pilot will give educators across DPS a full year to deepen their understanding of the Framework for Effective Teaching and the LEAP system. Teachers and school leaders will also be given the opportunity to provide essential input to inform improvements and help shape the Framework and the LEAP system prior to implementation in 2012–2013



Professional Development Alignment

Balancing Support with Accountability

DPS is dedicated to building a path that helps develop new teachers, ensures that all teachers continue to grow professionally, and rewards and recognizes great teachers throughout their careers.

A key priority when developing LEAP is ensuring that professional development opportunities are aligned with the Framework for Effective Teaching so that teachers can access support to improve in any areas identified.

LEAP helps teachers recognize areas of strength in their teaching practice and also helps identify *growth opportunities*. Once growth opportunities are identified, teachers are able to access targeted professional development offerings aligned to the Framework for Effective Teaching. DPS has created a variety of different types of high quality professional development to ensure teachers can access the types that are most relevant to their individual needs and interests.

Utilizing the *Framework for Effective Teaching Handbook*

The *Framework Handbook* is provided as a resource for supporting DPS employees in developing an understanding of our Framework for Effective Teaching. As employees apply the Framework to their own teaching and to that of others, the Handbook can be used to support observers in accurately identifying evidence for the Framework Indicators and for classroom teachers to accurately reflect on their teaching and plan for implementation of specific indicators in their instruction. The research and examples provided, along with the Handbook glossary, can be used to support the development of a common language by which DPS employees can analyze, reflect, and plan instruction.

The Handbook is divided by the two domains, Learning Environment and Instruction. Each Domain is divided by the corresponding expectations, which are further divided by the corresponding Indicators. A glossary of terms for the Framework is also provided.

Each Indicator section contains the following information:

- Research related to the instructional practice referenced by the Indicator
- Examples of effective and ineffective practices of indicators
- Tips for implementing the instructional practice
- Reflection questions

The research provides rationale for the instructional practice referenced. This may be utilized by principals/assistant principals and observers when provided training on an Indicator or when providing feedback to a teacher. The purpose of the research is to illustrate why a specific practice referenced in the Framework is considered a best practice.

Examples of how the instructional practice *can* be implemented are provided as a model for principals/assistant principals and observers to use as they develop their plans for Reflective Feedback Sessions. They may also be used by classroom teachers to develop ways to implement the practices in their instruction. The examples are not meant to represent the only way an instructional practice can be implemented, but as a model for how the practice *could* be implemented. The effectiveness of the implementation will always be dependent on the purposefulness in which it was done and how it impacted student learning.

Tips for implementing instructional practices are provided as ideas or guiding questions for classroom teachers to consider when planning for implementation of the instructional practice. They may also be utilized by principals/assistant principals and observers when planning Reflective Feedback Sessions or providing ongoing support for teachers.

The reflection questions are provided to support classroom teachers' self reflection and as a resource for principals/assistant principals and observers in planning Reflective Feedback Sessions. Recognizing that the implementation of instructional practices referenced on the Framework begins with thoughtful planning, the questions can be used to guide teachers as they plan for the purposeful and strategic implementation of these best practices in their instruction.

As principals/assistant principals, observers, and classroom teachers develop knowledge and understanding of the Framework, they may refer to the glossary for further clarification.

DOMAIN	EXPECTATION	INDICATOR	
LEARNING ENVIRONMENT	**POSITIVE CLASSROOM CULTURE AND CLIMATE**	LE-1	Demonstrates knowledge of, interest in, and respect for **students' communities and cultures**
		LE-2	Fosters a **supportive and respectful learning environment** among students
		LE-3	**Motivates students to learn**, take academic risks, and demonstrate classroom leadership
	EFFECTIVE CLASSROOM MANAGEMENT	LE-4	Implements **high, clear expectations for student behavior** and responds appropriately
		LE-5	Classroom **resources and space** reflect and promote students and their learning
		LE-6	Manages **students, transitions-and resources** effectively
INSTRUCTION	**STANDARDS-BASED GOALS**	I-1	Clearly communicates the **learning objective(s)** for the lesson, connecting to **larger rationale(s)**
		I-2	Provides **descriptive feedback** to students on achievement and next steps
		I-3	Provides **rigorous tasks** and ensures student success through **supports**
	HIGH-IMPACT INSTRUCTIONAL MOVES	I-4	Uses **questioning** effectively
		I-5	**Checks for understanding** in varied ways throughout lesson
		I-6	Uses **technology and digital resources** appropriately to enhance student learning
	DIFFERENTIATION	I-7	Is proactive in **planning for and addressing all students' needs**
		I-8 ELA-E, ELA-S	**Differentiates instruction** according to students' **levels of language proficiency**
	MASTERFUL CONTENT KNOWLEDGE	I-9	Demonstrates **deep knowledge of content area** and relevant standards
		I-10 ELA-E, ELA-S	Develops **English language proficiency** through instruction focused on **language functions and forms**
		I-11 ELA-S	**Uses native language instruction** to develop strong content knowledge in L1 (this references lessons taught in Spanish, NOT English)
	ACADEMIC LANGUAGE DEVELOPMENT	I-12	Promotes students' active and appropriate **use of academic language**
		I-13	Ensures **content is accessible for ELLs**
	21ST CENTURY SKILLS	I-14	Provides opportunities for **creativity/ innovation, critical thinking** and **problem solving**
		I-15	Fosters **communication and collaboration** among students

Denver Public Schools

Framework for Effective Teaching Evidence Guide

Version 3.1: 2011–2012

Domain	LEARNING ENVIRONMENT			
Expectation	**POSITIVE CLASSROOM CULTURE AND CLIMATE**			
Indicator	**LE-1:** Demonstrates knowledge of, interest in, and respect for **students' communities and cultures***			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• No evidence of student culture, community, or background experience is represented in the classroom. • No evidence of culturally responsive teaching observed. • Teacher discourages use of students' home languages (not applicable during English language instruction periods or ELA-S classrooms). • Teacher does not demonstrate understanding of differences between home and school cultures; or insists on students' assimilation to school culture without support or respect for home cultures. • Notion of difference is dismissed.	• Teacher demonstrates some interest in and awareness of students, their cultures, communities, and/or their background experiences. • Some evidence of culturally responsive teaching is represented in the classroom and instruction. • Teacher may suggest or allow use of students' home languages to clarify understanding (not applicable in ELA-S classrooms). • Teacher acknowledges differences between home and school cultures and languages, but may not support students' transitions.	• Teacher demonstrates knowledge of and interest in students, their cultures, communities, and/or their background experiences. • Teacher uses culturally responsive teaching by integrating students' cultures into classroom and instruction as seen in tasks, discussions, interventions, on walls, materials, etc. • Teacher encourages use of students' home languages to clarify and enhance understanding (not applicable in ELA-S classrooms). • Teacher facilitates students' transitions between home and school cultures and languages.	*In addition to "Effective":* • Teacher actively solicits student engagement around culture and diversity when applicable. • Teacher provides activities and opportunities for students to share and apply their cultural perspectives. • Teacher uses students' home languages to clarify and enhance understanding (not applicable in ELA-S classrooms).
	Effective examples of culturally responsive teaching that connects students' backgrounds to learning include: • Representing a broad spectrum of cultures, including multiple ethnicities, languages, and/or genders. • Using multicultural materials (e.g., literature, resources, toys/games, artifacts, realia, current events) that reflect students' cultures and/or other cultures for students to learn about. • Demonstrating an asset-based perspective of students from diverse backgrounds, using their experiences as resources for learning vs. excuses or problems to overcome. • Having representations of student cultures or personal experiences visible in classroom environment. • Building bridges from students' experiences and cultural knowledge to academic content. • Recognizing that there are multiple ways to perceive reality; presenting and respecting these alternate perspectives, particularly those of society's non-dominant and underprivileged groups. • Allowing cooperative learning, storytelling, and diverse forms of expression and code-switching as part of students' participation. • Referring to representations from studied disciplines, as well as role models who are from students' cultures and/or non-dominant cultures. • Providing access to materials that support their learning and honor home language(s). • Intentionally demonstrating belief of not being "color blind," as teacher recognizes students and their cultural backgrounds.			

*"Culture" is defined as a set of shared attitudes, values, goals, and practices that characterize groups. These groups are defined racially, ethnically, linguistically, as well as by ages, styles, interests, and other attributes.

Domain	LEARNING ENVIRONMENT			
Expectation	**POSITIVE CLASSROOM CULTURE AND CLIMATE**			
Indicator	**LE-1:** Demonstrates knowledge of, interest in, and respect for **students' communities and cultures***			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Student Behaviors	Examples would include: • Little to no evidence is evident of students making connections between curriculum, lesson objectives, and their personal experiences. • Students are observed being discouraged from using native languages to better understand learning (in non-ELA-S classrooms). • Students' attempts to raise culture and diversity issues are dismissed or ignored altogether. • Cultural items brought to class by students are not valued.		Effective examples may include: • Students may be overheard making connections between curriculum, lesson objectives, and their personal experiences. • Students observed using native languages to better understand learning (in non-ELA-S classrooms). • Students raise culture and diversity issues in classroom. • Students bring cultural items to class to connect to learning or curriculum.	

*"Culture" is defined as a set of shared attitudes, values, goals, and practices that characterizes groups. These groups are defined racially, ethnically, linguistically, as well as by ages, styles, interests, and other attributes.

Domain	LEARNING ENVIRONMENT			
Expectation	**POSITIVE CLASSROOM CULTURE AND CLIMATE**			
Indicator	**LE-2:** Fosters a **supportive and respectful learning environment** among students			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher does not acknowledge student successes during class. • Little or no enthusiasm or energy exists between teacher and students. • Teacher discourages learning-focused student interaction and collaboration. • Teacher discourages student input unless explicitly requested. • Teacher does not check for understanding of process and completion of tasks; subsequently, students may be scolded for struggling with task completion.	• Teacher occasionally acknowledges student successes, pointing out one or two students' successes. • Teacher's interactions with students may be positive (e.g., include praise, compliments), but are occasional; some energy and enthusiasm is observed between teacher and students. • Teacher permits learning-focused student interaction and collaboration. • Teacher accepts student input, but may rush or be dismissive about it. • Teacher reactively checks for understanding of process and completion of tasks (e.g., after several students ask for clarification, when notices many students struggling).	• Teacher consistently acknowledges student successes throughout class time. • Teacher models encouragement, and energy and enthusiasm are observed in teacher-student interactions. • Teacher facilitates learning-focused student interaction and collaboration. • Teacher values student input. • Teacher proactively checks for understanding on process and completion of tasks.	*In addition to "Effective":* • Teacher encourages students to recognize their own and others' successes in class. • Teacher encourages learning-focused student interaction and teaches students how to work together most effectively. • Teacher has structures in place for students to support each other regarding process and completion of tasks.
Student Behaviors	Examples would include: • Students display lack of respect for each other or teacher (e.g., talking over or ignoring each other). • Students do not help each other, are observed offering help only to certain students (cliques are evident), or display negative affect towards each other (e.g., making faces, disrespectful comments). • In groups, students may show resistance to working with each other or show inability to collaborate constructively. • Little positive affect is observed among students, as observed by students criticizing each other in non-constructive manners.		Effective examples may include: • Students respect each other and teacher during discussions through listening and respectful responses. • Students offer peer support as appropriate (e.g., tasks, with instructions, using materials.). • In group work, students work cooperatively with group members. • Positive affect is observed among students as observed in laughing, smiling, giving praise, etc. • Students demonstrate comfort in constructively and appropriately challenging ideas of other students or their teacher as part of content discussions.	

Domain	LEARNING ENVIRONMENT			
Expectation	**POSITIVE CLASSROOM CULTURE AND CLIMATE**			
Indicator	**LE-3: Motivates students to learn**, take academic risks, and demonstrate classroom leadership			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher allows some students to disengage from lessons, while others participate. • Teacher discourages students from trying something other than focus strategies from lessons or curriculum. • Teacher may suggest that intelligence is fixed (i.e., students cannot succeed or excel at skills or tasks); does not emphasize that student effort is path to achievement. • Teacher provides few or no opportunities for students to make decisions and be leaders.	• Teacher engages most students throughout lessons, though a few students may be allowed to disengage. • Teacher encourages some students to try strategies to see if they lead to success and/or learning. • Teacher sometimes communicates that student effort is path to achievement (e.g., praises efforts or provides feedback on efforts), but with other students, he or she sometimes suggests intelligence is fixed (i.e., students cannot succeed or excel at skills or tasks). • Teacher provides some opportunities for students to make decisions and be leaders.	• Teacher engages students throughout lessons by developing a variety of ways to integrate students' listening, speaking, reading, and writing skills. • Teacher uses motivating activities (e.g., cheers, songs, chants, offering choices, tracking goals, friendly competition, real-world relevancy, specific praise). • Teacher encourages many students to try strategies to see if they lead to success and/or learning. • Teacher motivates many students to engage in real-world issues and solve authentic problems. • Teacher communicates and reinforces that student effort is path to achievement (e.g., praises efforts, provides feedback on efforts); encourage students to do their best. • Teacher provides several opportunities for students to make decisions and be leaders (e.g., class jobs, discussion or group leaders).	• Teacher motivates all students to pursue their own educational curiosities. • Teacher motivates all students to engage in real-world issues and solve authentic problems. • Teacher engages with students as a learner by sharing and encouraging their curiosities and promoting academic risk-taking. • Teacher reminds students of past challenges students have faced and overcome, pointing to students' self-efficacy. • Teacher provides many opportunities for students to make decisions and be leaders.

Domain	LEARNING ENVIRONMENT			
Expectation	**POSITIVE CLASSROOM CULTURE AND CLIMATE**			
Indicator	**LE-3: Motivates students to learn**, take academic risks, and demonstrate classroom leadership			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Student Behaviors	• Some (25–50%) students wait for support without working. • About half or less (~ 50%) of students are working. • Some (26–50%) students refuse to participate in lessons. • Students do not persevere with tasks and may be observed being unsupportive of peers because of perceived abilities or performance levels, etc. • Students do not speak up and display clear fear of looking foolish. • Students' body language suggests few indicators of engagement (see examples under "Effective"). • Students depend on teacher for all learning. • Students are observed giving up when solving problems, not monitoring their approaches and/or relying on teacher to see if answers are correct. • Students are generally observed playing more passive roles in class, as teacher is the only or main leader.	• Most (~75%) students begin working immediately after tasks are assigned; some may struggle with tasks, but they make effort and may use tools available. • Most (~ 75%) students are working. • Few (25% or less), if any, students refuse to participate in lessons. • Students may be observed giving up easily when struggling with tasks and/or being unsupportive of peers because of perceived abilities or performance levels, etc. • Students display hesitation and uncertainty when they speak up due to fear of looking foolish. • Students' body language suggests some indicators of keen engagement (see examples under "Effective"). • Students may demonstrate some independent learning, but still rely on teacher for resources and/or direction. • Students may be observed persevering in solving problems, though they may not monitor their approaches or ask themselves if problems/solutions make sense (may not check or will ask teacher if correct). • Some students take active roles in class through class jobs, making choices, and/or expressing opinions during lessons.	• Almost all (>75%) students begin working immediately after tasks are assigned and continue on tasks throughout work time. • Almost all (>75%) students are visibly, actively working. • Almost none, if any, students are observed refusing to participate in lessons, as evidenced by students' responding to questions, talking to one another about work, and completing tasks. • Students encourage each other to work hard because it is established that hard work leads to success. • Students display willingness to speak up without fear of looking foolish (e.g., volunteer to share work on board, read aloud, offer suggestions). • Students' body language suggests keen engagement (e.g., eyes focused, on edge of chairs, excited movements, focused on work, heads turn quickly to look at speaker(s)). • Students demonstrate independence as self-directed learners who seek and use resources. • Students are observed persevering in solving problems, changing their approaches as needed and continually asking themselves if problems/solutions make sense. • Students maintain awareness of processes for solving problems while still attending to details; students continually evaluate reasonableness of results. • Students are observed taking active roles in class through class jobs, facilitating academic discussions, making choices, and/or expressing opinions.	*In addition to "Effective":* • Students are observed motivating and reminding each other to learn, take risks, and exercise classroom leadership. • Students are observed pursuing their own strategies and ideas. • Students are observed supporting each other to persevere in solving problems and continually asking themselves if better approaches exist. • Students are observed encouraging each other to work harder and persevere because it is established that hard work leads to success.

Domain	LEARNING ENVIRONMENT			
Expectation	**EFFECTIVE CLASSROOM MANAGEMENT**			
Indicator	**LE-4:** Implements **high, clear expectations for student behavior** and responds appropriately			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher's expectations for student behavior are inconsistent and/or low from student to student; may be evidenced by ignoring misbehavior. • Teacher frequently cajoles students to participate, as apathy or passive disengagement is evident among students (i.e., students are not acting out but are not cognitively engaged in instruction); or, teacher ignores disengaged students. • Teacher often stops instruction to address misbehavior and/or it takes multiple attempts, often to no avail. • Instances of misbehavior, especially repeated ones, are ignored when should be addressed. • Teacher's responses to misbehavior are ineffective and unfair from student to student and do not respect students' dignity.	• Teacher's expectations for student behavior are mostly consistent from student to student, though may be lower for some students; may be evidenced by ignoring some students' misbehavior. • Teacher asks for participation multiple times, as students are passively disengaged; or may ignore disengaged students and focus on other students. • Teacher sometimes stops instruction to address misbehavior; it may take a while or repeated attempts. • Instances of misbehavior, especially repeated ones, are sometimes ignored when should be addressed. • Teacher's responses to misbehavior are sometimes ineffective and/or unfair from student to student; responses are mainly reactive, but effort is made to respect students' dignity.	• Teacher communicates high behavior expectations for all students and holds all students accountable. • Teacher continuously works to keep students engaged. • Teacher rarely needs to stop instruction to address misbehavior, or when necessary, handles it quickly and resumes instruction. • Instances of misbehavior, especially repeated ones, are addressed, not ignored. • Teacher's responses to misbehavior are effective and fair from student to student; responses are proactive and respect students' dignity. • Teacher's attitude communicates warmth and love, as well as a non-negotiable demand for student effort and mutual respect.	• Teacher holds high behavior expectations and holds all students accountable, which may not be seen because of embedded systems and expectations. • Teacher almost never stops instruction to address misbehavior, or when necessary, handles it swiftly and seamlessly without interrupting instruction.
Student Behaviors	• Students' misbehavior consistently detracts from others' learning. • Students may be behaviorally engaged, but not cognitively; allowed to passively disengage. • Several students may exhibit inappropriate behavior (e.g., leaving classroom without permission; passing notes; pushing, fighting; taking excessively long to complete routine tasks; using unauthorized devices; throwing objects).	• Students' misbehavior sometimes detracts from others' learning. • Students are often behaviorally and cognitively engaged, though some students may be allowed to passively disengage cognitively. • A few students may exhibit inappropriate behavior.	• Students' misbehavior rarely detracts from others' learning. • Students are behaviorally and cognitively engaged nearly all the time. • Almost no students exhibit inappropriate behavior.	• Students self-manage their and others' behavior. • Students' misbehavior does not detract from lessons.

Domain	LEARNING ENVIRONMENT			
Expectation	**EFFECTIVE CLASSROOM MANAGEMENT**			
Indicator	**LE-5:** Classroom **resources and space** reflect and promote students and their learning			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	**Classroom Arrangement** • Classroom is not arranged to facilitate learning for lesson objective(s). • Tools and resources may not be accessible to students, hindering learning. Flexible arrangement of space to facilitate collaborative or independent learning is not observed. **Student Work** • Outdated or less relevant student work is either posted in classroom or not evident in student materials (e.g., notebooks, journals, notes). • Student work, posters, and artifacts do not celebrate students; student-created resources are minimal. **Academic Tools** • Academic tools, including digital tools and resources, are evident in classroom, **but** teacher and students rarely refer to these resources as part of instruction or independent work time. • Academic tools may not be appropriate for lessons and language objective(s).	**Classroom Arrangement** • Classroom is partially arranged to facilitate learning for lesson objective(s). • Teacher arranges classroom for learning opportunities, including collaborative and/or independent learning, though learning may be hindered by organization of space or limited access to tools or resources. **Student Work** • Student work is evident in classroom, both on the walls and in student materials (e.g., writing notebooks, science journals, reflection notes). • Student work, posters, and artifacts celebrate students and have some student-created resources. **Academic Tools** • Academic tools, including digital tools and resources, are evident in classroom. Teacher and students sometimes use or refer to these resources as part of instruction or work time, though some missed opportunities to use them may be observed. • Materials and tools are related to lessons and, if appropriate, language objective(s).	**Classroom Arrangement** • Classroom is set up to facilitate learning for lesson objective(s). • Teacher arranges classroom for differentiated learning opportunities, including both collaborative and independent learning, ensuring access to tools and resources. Teacher modifies space to meet needs. **Student Work** • Current, relevant, and proficient student work is evident throughout classroom, both on the walls and in student materials (e.g., notebooks, journals, notes). Posted exemplars demonstrate proficient and advanced work. • Grade-level, kid-friendly metrics (e.g., rubrics, anchor charts, attribute charts) are visible to assess students' performance and accompany posted student work. • Student work, posters, and artifacts celebrate students, and, as appropriate, have student-created resources. **Academic Tools** • Academic tools (e.g., math manipulatives, posters, artifacts, lab equipment, graphing calculators, other digital tools and resources) are evident in classroom. As appropriate, teacher and students regularly use and refer to these resources as part of teaching or work time. • Materials and tools are related to lessons and, if appropriate, language objective(s) and significantly enhance understanding.	*In addition to "Effective":* **Classroom Arrangement** • Teacher and students modify space to meet needs of lesson objective(s). • Teacher arranges classroom to allow students to easily move and use appropriate tools and resources in collaborative and independent ways. **Student Work** • Posted exemplars demonstrate proficient and advanced work **and** specify **why** work is proficient, or teacher defines what proficient would look like, if using non-proficient examples. **Academic Tools** • Teacher explains why particular tools or resources are best to help students be savvy information consumers and learners of specific disciplines. • Academic tools are differentiated for students' use.

Domain	LEARNING ENVIRONMENT			
Expectation	**EFFECTIVE CLASSROOM MANAGEMENT**			
Indicator	**LE-5:** Classroom **resources and space** reflect and promote students and their learning			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Student Behaviors	• Students are unclear about how to use materials to support learning. • Students do not know how to use materials appropriately.	• Several students use classroom materials or resources to support learning when appropriate. • Students are clear about how to use materials to support learning. • Some, but not all students, access available materials as needed.	• Most students use classroom materials or resources to support learning when appropriate. • Students are clear about how to use materials to support learning. • Students can access materials as needed to facilitate independent or team learning. • Student work is well-represented in a variety of formats, including digital media (e.g., audio, video, multimedia, Web-based).	• Students understand how best to use classroom spaces and resources in ways that are appropriate to lesson activities, without relying solely on teacher direction. • Students are exposed to and can reflect on examples of proficient or advanced work or what defines proficient or advanced.

Domain	LEARNING ENVIRONMENT			
Expectation	**EFFECTIVE CLASSROOM MANAGEMENT**			
Indicator	**LE-6:** Manages **students, transitions-and resources** effectively			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Rituals and routines are used inconsistently or not at all or are inefficient, so transitions and handling of resources result in loss of learning time. • Rituals and routines, if in place, are not clear to students. • No clear schedule for day or lessons is evident.	• Rituals and routines often make transitions and handling of resources efficient but sometimes result in loss of learning time. • Rituals and routines are somewhat clear to students; teacher needs to remind students of these routines. • Schedule for day is evident, but it may not be obvious or updated.	• Rituals and routines make transitions and handling of resources highly efficient and do not result in loss of learning time. • Rituals and routines are a way of life in the classroom and are embedded in learning. • Clear schedule for day or lesson is displayed.	*In addition to "Effective":* • Students may regularly handle resources and duties (e.g., organizing and maintaining class library or equipment, manipulatives, tools), which does not result in loss of learning time. • Teacher provides minimal management or reminders to handle groups, transitions, and resources because students have internalized related routines and rituals.
Student Behaviors	• Students are not familiar with classroom routines and rituals (e.g., what to do when they enter classroom, need to use restroom, find resources, sharpen pencils). • Students are not familiar with lesson processes as evidenced by broad confusion and transitions that last more than 1 minute, and many students engaging in off-task behaviors.	• Students are familiar with classroom routines and rituals (e.g., what to do when they enter classroom, need to use restroom, find resources, sharpen pencils). • Students are familiar with lesson processes (see examples in "Effective"), but they may not adhere to these transitions, as evidenced by some confusion, transitions that last about 1 minute, and/or some students engaging in off-task behaviors.	• Students are familiar with classroom routines and rituals (e.g., what to do when they enter classroom, need to use restroom, find resources, sharpen pencils). • Students organize and maintain classroom resources (e.g. library, math manipulatives, digital tools, resources). • Students move seamlessly through lesson processes (e.g., how lessons begin and end, how to move from whole group to independent or group work), as evidenced by minimal confusion, transitions that last less than 1 minute, and few students engaging in off-task behavior.	*In addition to "Effective":* • Students self-manage lesson processes based on teacher-established routines or protocols . • Students, as part of a community of learners, remind each other of routines and rituals to manage groups, transitions, and resources.

Domain	INSTRUCTION			
Expectation	**STANDARDS-BASED GOALS**			
Indicator	**I-1:** Clearly communicates the **standards-based learning objective(s)** for the lesson, connecting to **larger rationale(s)**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Standards-based lesson objective(s) are not evident or clear, or objective(s) are not aligned to standards. Agenda may be used in place of objective(s). • Teacher makes statements that connect lesson skills and objective(s) to assessments and/or grades, but does not connect them to discipline's big ideas, unit goals, standards, or real-world situations; or teacher does not provide purposes or context for lesson skills or objective(s). • Activities may be more the lesson focus than objective(s), if any are given.	• Teacher may post standards-based lesson and language objective(s) and may refer to objective(s) at the beginning of lessons, but does not make connections to objective(s) throughout lessons or when closing lessons to reflect on and assess learning. • Teacher may or may not make statements that connect lesson skills and objective(s) to discipline's big ideas, unit goals, content standards, and/or real-world situations. If done, connections may not be clear or in kid-friendly language. • Activities may be more the lesson focus than objective(s), or evidence suggests that students understand activities more than objective(s).	• Teacher posts standards-based lesson and language objective(s) and/or clearly communicates to students lesson objective(s) and refers to objective(s) throughout lessons. [If not posted, observers can easily tell what objective(s) is (e.g., written in student notebooks).] Connections are made during lessons and/or when closing lessons to reflect on learning. • Teacher makes statements that connect lesson skills and objective(s) to discipline's big ideas, unit goals, content standards, and/or real-world situations. • Teacher connects activities to objective(s).	*In addition to "Effective":* • Teacher connects standards-based lesson objective(s) to any prior, related learning and allows students to talk about objective(s). • Teacher invites students to add or comment on connections between lesson skills and objective(s) to discipline's big ideas, unit goals, content standards, and/or real-world situations. • Where appropriate, teacher may maintain digital presence connected to objective(s) (e.g., Web pages, video capture of lesson, online grade books) that students can refer to in their lesson reviews.
Student Behaviors	• When asked what they are learning, students struggle to clearly articulate what lesson is about or can only describe tasks but not objective(s). • Students cannot talk about how tasks they are working on connect to objective(s). • Students ask, "Why are we doing this?"	• When asked what they are learning, students can read lesson objective(s) where they are posted or describe activity, but might not demonstrate knowledge of activity's objective(s). • Students may not be able to talk about how tasks they are working on connect to objective(s).	• When asked what they are learning, students can talk about lesson objective(s) and how lessons connect to tasks they are working on and authentic, real-world situations. • Students can communicate larger standards or unit goals, as related to lesson objective(s) (e.g., when asked why summariesare important, students respond that if you can summarize, it is evidence that you comprehend what you've read) and real-world situations. • Students expand on the larger picture that teacher outlined for them (e.g., they make their own connections between content and objective(s) and larger units or life).	

Domain	INSTRUCTION			
Expectation	**STANDARDS-BASED GOALS**			
Indicator	**I-2:** Provides **descriptive feedback** to students on achievement and next steps			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher does not provide feedback on students' progress and achievement; or feedback is limited to task completion . • Feedback is limited to summative evaluations, not descriptive or formative enough to allow students to know what they can improve or where they excel. • No next steps are given to students.	• Teacher provides feedback on students' progress and/or achievement at end of lessons. Feedback may be regarding objective(s), but more often on task completion. • Feedback may be descriptive, but often evaluative. • Identification of next steps is not clearly evident.	• Teacher provides descriptive feedback on students' progress toward and achievement of objective(s) throughout lessons. • Descriptive feedback provided focuses on strengths and areas for growth. • Teacher sets next steps for students.	*In addition to "Effective":* • Teacher provides resources that correspond to feedback given throughout lessons. • Feedback given is generative. • Teacher has students set next steps. • Teacher has students give one another feedback on their progress with tasks and learning objective(s).
	Examples of effective feedback would include: • Connections to objective(s). • Specific information about performance. • Variation in delivery but appropriate for nature of task—verbal vs. written vs. graphic. • Grades/marks are only used some times. • Opportunities for student action/reflection. • Focus on tasks rather than student (positive tone of voice). • Purposeful focus. • Information about student strategies and metacognitive processes. • Specific rubrics written in kid-friendly language. • Opportunities for students to self-assess and peer-assess (e.g., with rubrics). • Data charts reflecting progress toward explicitly stated goals. • Fluid and immediate feedback throughout cycle of instruction. • Anchor charts for resources and goals. • Feedback given by teacher, peers, and self. • One-on-one conferencing, small group, or whole group. • Feedback is generative and can be transferred to other settings.			
Student Behaviors	No relevant student behaviors to observe.			

Domain	INSTRUCTION			
Expectation	**STANDARDS-BASED GOALS**			
Indicator	**I-3:** Provides **rigorous tasks** and ensures student success through **supports**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Tasks may seem like busy work as evidenced by students not needing to think through their work. Teacher does not incorporate rigorous tasks. • If teacher provides rigorous task(s), strategies are not used to support students with rigorous tasks (see examples in "Effective"), as seen by most (~75%) students struggling with tasks. • Tasks may be rigorous, but are overly scaffolded, so most (~75%) students are not required to think through work.	• Teacher incorporates tasks that may not be rigorous (i.e., do not require students to think at high levels). • Teacher may use strategies to support students with rigorous tasks (see examples in "Effective"), but some (25–50%) students may still struggle with tasks. • Tasks may be rigorous, but are so scaffolded, some (25-50%) students are not required to think through work.	• Teacher incorporates rigorous tasks that require students to use higher order thinking skills. • Supports from teacher to complete rigorous tasks may include: o Purposefully creating student groups to execute tasks. o Using gradual release: Model ("I do"), guide students through shared practice ("We do"), and provide independent practice ("You do"). o Using inquiry model: Allow students to explore initially, then regroup them to discuss experience or findings. o Using think-alouds to model approaches to tasks. • Sufficient but not too much support is in place for almost all (>75%) students' success while still requiring them to think through work.	*In addition to "Effective":* • Rigorous tasks are aligned to student need so that regardless of support needed, all students are engaged in tasks that require higher order thinking skills. • Teacher supports all students with appropriate academic tools that promote their success with rigorous tasks.
	Effective examples would include rigorous tasks where: • Types of thinking required are higher order (i.e., analyzing, evaluating, creating/synthesizing). • Tasks demonstrate usefulness and value of discipline (i.e., they illustrate application and relevance of discipline beyond classroom). • Degree of scaffolding or cue is appropriate, so students are required to think through work, but not struggle to a level of frustration. • Students are transferring higher-level thinking from speaking and thinking aloud to writing. • There is more than one way to approach tasks. • Instruction and tasks build and integrate learners' listening, reading, and writing skills as their oral language develops. • Activities are increasingly difficult (additional skills and/or effort required) during lesson or sequence of lessons. • Students have to understand complex texts, data sets, events, etc., using prior learning and inquiry skills. • Students have to draw inferences to generalize from new data and/or facts. • Superficial features of new challenges do not look familiar, and students need to demonstrate ability to apply skills or understanding in different contexts. • Work requires students to negotiate specific audiences or purposes.			

Domain	INSTRUCTION			
Expectation	**STANDARDS-BASED GOALS**			
Indicator	**I-3:** Provides **rigorous tasks** and ensures student success through **supports**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Student Behaviors	• Some students work on tasks that may or may not be aligned to objective(s). • Most (~75%) students struggle to remain engaged in tasks because they lack support. • Most (~75%) students are observed not thinking through the work because tasks lack rigor or are overly scaffolded.	• Students are observed engaged in tasks, but may not be using high-level thinking skills as they complete tasks aligned to learning objective(s). • Students receive some support for rigorous tasks, but some (25–50%) students still struggle with tasks. • Some (25-50%) students are observed not thinking through the work because tasks are not rigorous enough or are too scaffolded.	• Students are observed using high-level thinking skills as they complete tasks aligned to learning objective(s). • Almost all (>75%) students receive support for rigorous tasks but are still required to think through the work.	*In addition to "Effective":* • All students, regardless of support needed, are engaged in tasks that require higher order thinking skills. • Students are observed using appropriate academic tools that support their success with rigorous tasks.

Domain	INSTRUCTION			
Expectation	HIGH-IMPACT INSTRUCTIONAL MOVES			
Indicator	**I-4:** Uses **questioning** effectively			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher uses questioning by occasionally asking students to explain their thinking, though often uses close-ended questions. • Questions mostly demand lower-level thinking. • Questions are almost all whole group, with limited opportunity for student responses. • Teacher's wait time is often too short. • Questioning for ELLs is not generally modified (i.e., pace, structure, wait time). • Teacher frequently answers her or his own questions. • No questions are asked.	• Teacher uses questioning by asking students to explain their thinking, though questions may not lead to achieving objective(s). • Questions require both lower- and higher-level thinking, though either lower-level questions prevail or only certain students are asked higher-level questions. • In whole group settings, questions asked are predominantly to whole group, with limited opportunity for student response (e.g., only students who raise hands are called on). • Teacher's wait time is provided inconsistently. • Questioning for ELLs is inconsistently modified (i.e., pace, structure, wait time). • Teacher may be observed answering her or his own questions.	• Teacher uses effective questioning by asking students to explain their thinking and engaging them in higher-level, critical thinking that leads to mastery of objective(s). • In whole group settings, teacher mostly uses styles of questioning other than whole group to ensure most students' participation. • Teacher provides sufficient wait time. • Questioning for ELLs is appropriate (i.e., pace, structure, wait time).	*In addition to "Effective":* • Teacher's structures allow all students to consider questions (e.g., Think-Pair-Share, white board responses). • Whole group questioning is minimal unless opportunities exist for multiple students to respond. • Teacher acts as facilitator, setting up students to answer and question with each other, as well as with teacher. • Teacher creates opportunities for students to initiate and create questions for each other and/or teacher.
	Effective examples would include questioning that: • Asks students for reasoning behind their answers, regardless of if answers are correct and typically before indicating if answers are correct or not. • Is designed to support students reaching the intended learning. • Focuses students' attention on discipline's big ideas and/or make connections between big ideas. • Uses feedback loops to get additional information from students (i.e., question→answer→clarifying question→answer→probing question→answer). • Requires students to analyze, evaluate, and synthesize what they know and learn. • Waits 3–5 seconds after posing questions. • Scaffolds questions through simplified sentence structures, slower pacing, and additional wait time according to ELLs' English language levels, as well as according to students' entry to tasks. • Moves students toward self-discovery using inquiry-based process.			
Student Behaviors	• Students answer questions with single-word answers. • Students demonstrate little understanding of how to frame effective questions to each other in group discussions or teams.	• Students answer questions with prescribed answers that don't require higher order thinking.	• Students demonstrate critical thinking processes when responding to questions. • Students engage in dialogue with one another to answer questions.	• Students engage in dialogue with one another to answer questions. • Students also initiate and/or create questions for teacher and each other.

Domain	INSTRUCTION			
Expectation	**HIGH-IMPACT INSTRUCTIONAL MOVES**			
Indicator	**I-5: Checks for understanding** in varied ways throughout lessons			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher uses one or no checks for understanding to determine some students' progress toward objective(s), usually at end of lessons; or checks are limited to task completion. • Teacher provides only one or no way for students to demonstrate understanding. • Checks for understanding, if used, do not adequately assess student learning.	• Teacher uses more than one check for understanding to monitor students' progress toward objective(s) during lessons, though all students' understanding might not be assessed or checks may focus on monitoring task completion. • Teacher provides more than one way for students to demonstrate understanding. • Checks for understanding somewhat adequately assess student learning.	• Teacher uses varied, frequent checks for understanding to monitor all students' progress toward objective(s) throughout lessons. • Teacher provides varied ways for students to demonstrate their learning. • Checks for understanding adequately assess student learning (i.e., assess enduring understandings, identify areas for differentiation, focus on gaps, lead to more precise teaching).	*In addition to "Effective":* • Teacher adjusts instruction or support in real time to respond to students' progress as determined by checks for understanding.
	Effective examples of checks for understanding would include, but are not limited to: • Observations. • Checklists. • Performance tasks (e.g., constructed responses, application tasks). • Interviews. • Exit tickets. • Questioning (e.g., clarifying, comprehension, probing). • Students restating concepts. • Sharing metacognition (making thinking transparent). • Random calling on students. • Using individual white boards. • Having students self-assess (e.g., fist-to-five, thumbs up/down/ side). • Use of "clickers" or student response systems.			
Student Behaviors	No relevant student behaviors to observe.			

Domain	INSTRUCTION			
Expectation	**HIGH-IMPACT INSTRUCTIONAL MOVES**			
Indicator	**I-6:** Uses **technology and digital resources** appropriately to enhance student learning**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Classroom instructional uses of technology are not evident in teacher or student work. • The only time students engage in using technology resources are outside of classroom with school specialists (e.g., librarian, technology teacher). • Technology distracts from lessons and may impair learning experiences, or opportunity is missed to use technology that would have enhanced learning experiences.	• When technology is used, it may enhance student learning, though done more for technology's sake than to enhance learning. • Lessons would be the same without using any technology, as technology does little to transform or enhance learning experiences.	• Teacher effectively uses technology to engage students and ensure all students' access to information. • When technology or digital media are used, they are integrated and complementary and enhance student learning. Teacher recognizes strengths and limitations of technology according to tasks and purposes. • Teacher provides technology-rich learning environment that enhances learning experiences and enables students to learn and apply content.	*In addition to "Effective":* • Teacher engages students in using digital tools and resources and in becoming active participants in managing their own learning.
	Effective examples of technology use would include, but are not limited to: • Using LCD projectors and computers to display directions, objectives, notes, etc. • Using document cameras or similar technology to make small items visually accessible to whole class. • Using clickers, or other electronic feedback systems, to check for understanding, reinforcement, and/or assessment. • Using Promethean boards or equivalents as key component of lessons that includes students' use of board. • Maintaining Web page (e.g., Wiki) for calendar updates, deadlines, etc. as well as downloadable items, handouts, supplemental links, etc. • Using the Internet to learn about world cultures and specifically cultures of students in classroom and applying that learning to instruction.			
Student Behaviors	Examples would include: • Teacher sometimes uses technology resources (e.g., computer, interactive whiteboard, digital project, document camera) for instruction but provides students with few opportunities to do so. • Classroom is not cooperative learning environment between teacher and students using technology resources to enhance learning. Teacher does not seek student assistance or collaboration in learning and using technology tools. • Technology tools are used as afterthought, not as integral part of project creation and learning. • Students are not actively engaged in using Internet resources for research, communication, or collaboration.		Effective examples would include: • Students have hands-on access to technology (e.g., document cameras, Smart Board). • Teacher and students are actively engaged in learning and using technology tools and resources (e.g., computers, interactive whiteboards, digital projects, document cameras) and support each other in this work. • Students use technology thoughtfully to enhance communication, acquire information efficiently, and integrate online and offline learning. • Students demonstrate familiarity with tools and can decide when and how to use tools. • Teacher and students use digital media resources (e.g., graphics, videos, audio, animations) to enhance their teaching and learning projects; ample opportunities are provided to share and display their work. • Students use technology resources to write for broader audiences (e.g., publish stories via Web; use computer programs/tools to create media). • Students regularly use technology resources to engage in collaborative projects with classmates.	

**It is possible to score N/A on this indicator if technology is not used, not necessary or appropriate for lessons, and/or not available.

Domain	INSTRUCTION			
Expectation	**DIFFERENTIATION**			
Indicator	**I-7:** Is proactive in **planning for and addressing all students' needs**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher's instruction mainly uses one approach. • Teacher is aware of students' specific needs but struggles to modify content, lesson processes, tasks, and/or curricular resources or use students' native languages to meet those needs. Students are not given choices for their learning. • Teacher may fail to respond to student needs.	• Teacher may differentiate instruction, but all students may not succeed with rigorous learning objective(s). • Teacher attempts to modify content, lesson processes, tasks, and/or curricular resources or uses students' native languages to meet students' specific needs, though modifications may not address students' needs adequately. Students' choices for learning are limited. • Teacher's differentiation appears to be mostly reactive, responding when student needs surface in tasks but not anticipating those needs. • Teacher may plan lessons using curricular resources, but does not consider individual student needs and adjust lessons accordingly.	• Teacher differentiates instruction to ensure all students succeed with rigorous learning objective(s). • Teacher modifies content, lesson processes, tasks, and curricular resources and appropriately uses students' native languages to meet students' specific needs while supporting access to grade-level content, including offering students choices for their learning. • Teacher's differentiation appears to be mostly proactive and prepared to meet student needs in tasks. • Teacher plans and adjusts curricular resources with student needs, including strategic use of students' native languages, in mind. • Teacher may assign certain tasks or sets of problems to one group of students, but other tasks or sets of problems to different students.	*In addition to "Effective":* • Teacher monitors effectiveness of proactive, differentiated supports during lessons, as well as adjusts support reactively, in real time, to meet student needs as they arise.
	Effective examples of differentiating instruction to ensure student access to **rigorous, grade-level content** include: • Adjusting **content** according to students' performance levels, proficiency levels and/or knowledge, and cultures through appropriate texts, resources, and tasks. • Adjusting **process** through grouping (homogenously and heterogeneously by languages and academic proficiencies, depending on tasks and objective) and learning styles (e.g., auditory, kinesthetic, verbal, visual-spatial, cooperative) so students access content in productive ways specific to their needs. • Adjusting **product** so students can demonstrate learning in multiple ways . • Accounting for students' **interests** (including cultural, background)**, readiness,** and **learning styles** in designing tasks that meet standards-based objectives. • Ensuring access to native language materials and grade-level or above texts, as appropriate. • Providing individual supports to learn information or complete tasks, such as graphic organizers, math manipulatives, and online resources. • Providing access to one-on-one adult support. • Varying levels of academic tools, such as graphic organizers, digital media resources, and application problems.			

Domain	INSTRUCTION			
Expectation	**DIFFERENTIATION**			
Indicator	**I-7:** Is proactive in **planning for and addressing all students' needs**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Student Behaviors	• All students work on same tasks and only one way to learn is observed. • Students may experience direct instruction followed by independent practice, during which several or most students struggle with tasks.	• Students work in small groups, but all students engage in same tasks, using same academic tools and supports. Students have limited choices about how they learn. • Students receive differentiated support according to their needs, though supports are mostly task-specific needs that became apparent during tasks.	• Students receive differentiated tasks and student-specific support according to their needs, including choices for how they learn. • Students work in various groups, with various tasks and tools to support learning. • Students engage in their learning and can talk about tasks they are working on. • Students understand how to work independently, in groups, in pairs, and with teacher, as evidenced by minimal disruptions from student behavior and students engaged in learning tasks.	*In addition to "Effective":* • Students respond to teacher's redirection or differentiated support when struggling and/or under-challenged and find success based on teacher's support. • Other students may provide real-time support.

Domain	INSTRUCTION			
Expectation	**DIFFERENTIATION**			
Indicator	**I-8 ELA-E, ELA-S: Differentiates instruction** according to students' **levels of language proficiency**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher (ELA-E *and* ELA-S) asks students to demonstrate learning in one way, regardless of their language proficiency levels. • Teacher (ELA-E *and* ELA-S) may or may not be aware of students' language proficiency levels; struggles to shelter instruction through scaffolding. Content, lesson processes, tasks, and/or resources are at one language proficiency level or may be oversimplified and inappropriate for age and/or grade level.	• Teacher (ELA-E *and* ELA-S) allows students to demonstrate learning in more than one way, though it may not be according to language proficiency levels. • Teacher (ELA-E *and* ELA-S) attempts to shelter instruction through scaffolding, though modifications may not address students' language proficiency levels adequately. Some content, processes, tasks, and/or resources may be inappropriate for age and/or grade level.	• Teacher (ELA-E *and* ELA-S) provides a variety of ways for students to demonstrate learning according to their language proficiency levels. • Teacher (ELA-E *and* ELA-S) shelters instruction through scaffolding, including modification of, lesson processes, tasks, and curricular resources according to students' levels language proficiency levels while supporting access to grade-level content and standards.	*In addition to "Effective":* • Teacher progress monitors effectiveness of differentiated strategies and adjusts instruction based on students' needs.
	Effective examples of differentiating instruction according to students' language proficiency levels in ELA-E *and* ELA-S classrooms include: • Ensuring access in ELA-E and ELA-S classrooms to native language materials and resources (e.g., textbooks, trade books, anchor charts). Students may create some of these materials to access native languages. • Providing leveled curricular resources according to language proficiency, but are still age- and grade-level-appropriate (e.g., high-interest, low-level texts). • Providing individual supports, such as graphic organizers at varying levels of difficulty, to learn information or complete tasks. • Differentiating products (e.g., pointing, drawing, using single words, using phrases, creating sentences, developing paragraphs, creating presentations, engaging in dialogue and debate) to demonstrate student learning according to language proficiency levels. • Designing opportunities for students to respond at varied levels when explaining their thinking, (e.g., identify vs. describe vs. explain; simple sentence stems vs. sentence stems with conjunctions, prepositions vs. sentence stems with clauses) according to language proficiency levels. • Instructing students in small groups formed by language proficiency levels, both homogeneously and heterogeneously, according to lesson purposes.			
Student Behaviors	• All students work on same tasks and only one way to learn is observed, regardless of language proficiency levels. Or students engage with content, processes, tasks, etc. that are not appropriate for their language proficiency levels. Materials used to support learning are inappropriate for age and/or grade level.	• Students may be observed engaging with different content, lesson processes, tasks, and curricular resources, though these may not be appropriate for their language proficiency levels. Materials may oversimplify content. Student struggle is not related to cognitive demands of tasks, but to language needed to access tasks, or how to explain their thinking.	• Students are observed explaining their thinking and learning in a variety of ways, including verbally, gesturally, pictorally, or with complex language, according to language proficiency levels. • Students are observed engaging with content, lesson processes, tasks, and curricular resources that are appropriate for their language proficiency levels. These materials, regardless of language proficiency levels, support access to grade-level content.	*In addition to "Effective":* • Other students with higher language proficiencies may offer real-time support. .

Domain	INSTRUCTION			
Expectation	**MASTERFUL CONTENT KNOWLEDGE**			
Indicator	**I-9:** Demonstrates **deep knowledge of content area** and relevant standards			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher demonstrates inadequate knowledge of content area's key concepts, structures, standards, and content-specific terminology; or content taught is sometimes inaccurate. • Teacher shifts responsibility to students to study lesson information more to avoid mistakes or because of lack of content knowledge. • Resources either consistently distract or are not used.	• Teacher demonstrates adequate knowledge of content area's key concepts, structures, standards, and content-specific terminology. • Teacher relies on curriculum to clarify terms or concepts when students are confused or make mistakes. • Related resources used sometimes distract students from understanding material.	• Teacher demonstrates strong, accurate knowledge of content area's key concepts, structures, standards, and content-specific terminology, which incorporates opportunities and support for academic language development. • Teacher demonstrates knowledge of prerequisite skills and relationships in content area, as evidenced by awareness of common mistakes and addressing them through examples, alternate explanations, etc. • Teacher effectively incorporates related resources to enhance learning experiences.	*In addition to "Effective":* • Teacher demonstrates deep knowledge of content area's key concepts, structures, standards, and content-specific terminology. • Teacher creates experiences that pre-empt, dispel, or work through common mistakes or misconceptions in content area. • Teacher systematically incorporates related resources to enhance and aid students' grasp of subject matter.
	Limited or weak evidence of content area expertise and relevant standards would include: • Providing confusing or unclear explanations of content-related concepts. • Not demonstrating understanding of how these concepts interact with one another (e.g., how fractions and decimals are related). • Giving vague, evasive, or incorrect responses to students' questions or misunderstandings. • Providing general and/or inaccurate comments on student work. • Using resources (e.g., realia, media, digital) that distract from content or not using resources at all.		Strong evidence of content area expertise and relevant standards would include: • Providing clear explanation of content-related concepts. • Explaining to students how these concepts interact with one another (e.g., how fractions and decimals are related). • Giving informed responses to students' questions or misunderstandings. • Providing specific, accurate comments on student work. • Using content-related resources (e.g., realia, media, digital) to increase student understanding of concepts.	
Student Behaviors	No relevant student behaviors to observe.			

Domain	INSTRUCTION			
Expectation	**MASTERFUL CONTENT KNOWLEDGE**			
Indicator	**I-10 ELA-E, ELA-S:** Develops **English language proficiency** through instruction focused on **language functions and forms**^			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher (ELA-E *and* ELA-S) does not have language objective(s) posted, does not model them, and it is not clear what English language development the focus of English language development is. Or, students are not given opportunities to practice language objective(s). • Opportunities provided to develop language are taught in isolation from content. • Teacher (ELA-E *and* ELA-S) does not teach language functions and forms. • Teacher (ELA-E *and* ELA-S) does not indicate relationships and connections between L1 and L2. • Teacher's (ELA-E *and* ELA-S) instruction either does not respond to students' language proficiency levels (too high or too low) or does not support students in getting to next language proficiency level. • Even when available, teacher (ELA-E *and* ELA-S) does not provide access to L1 to avoid or clarify misunderstandings or ensure students grasp key concepts, either by other students, adults, or materials in native language.	• Teacher (ELA-E *and* ELA-S) may post language objective(s), but does not model for students. Teacher provides opportunities for students to practice, though these may not be structured. • Teacher (ELA-E *and* ELA-S) provides opportunities to develop language embedded in content, though content may be unfamiliar. • Teacher (ELA-E *and* ELA-S) indirectly or arbitrarily teaches language functions and forms if they come up during lessons. • Teacher (ELA-E *and* ELA-S) mentions or arbitrarily addresses relationships and connections between L1 and L2, though explicit attention is not called to similarities and differences in sound systems, word/ phrase/sentence structures, word/sentence meanings, and effects of context on meanings. • Teacher's (ELA-E *and* ELA-S) instruction responds and aligns to students' language proficiency levels but may not support students in getting to the next language proficiency levels. • Teacher, as able, uses L1 to avoid misunderstandings, but does not ensure students grasp key concepts. Teacher (ELA-E *and* ELA-S) allows students to use L1.	• Teacher (ELA-E *and* ELA-S) posts and models language objective(s) and provides opportunities for students to practice through the use of collaborative structures, sentence stems, role plays, and other strategies. • Teacher (ELA-E *and* ELA-S) provides opportunities to develop language that is embedded in familiar content. • Teacher (ELA-E *and* ELA-S) explicitly teaches language functions and forms critical to meeting language and content objectives. • Teacher (ELA-E *and* ELA-S) explicitly indicates relationships and connections between L1 and L2, including similarities and differences in sound systems, word/ phrase/sentence structures, word/sentence meanings, and effects of context on meanings. • Teacher's (ELA-E *and* ELA-S) instruction responds and aligns to students' language proficiency levels, while respectfully and supportively leading students to the next language proficiency levels. • Teacher (ELA-E *and* ELA-S) clarifies instruction through use of L1 to avoid misunderstandings and ensure students grasp key concepts of lessons. Teacher encourages students to use L1 to clarify concepts.	In addition to "Effective": • Teacher (ELA-E *and* ELA-S) provides multiple, varied opportunities for students to practice language objective(s). • Teacher (ELA-E *and* ELA-S) encourages students to apply their knowledge of functions and forms beyond the day's lessons, as evidenced by teacher and student references to previously learned functions and forms. • Teacher (ELA-E *and* ELA-S) is observed accessing a variety of resources to support students with L1 to grasp key concepts (e.g., Internet materials, outside sources in native languages, parents and volunteers in classroom who speak L1).

^Language functions and forms are defined as follows: *Functions* are tasks, purposes, and uses of language (e.g., explain, summarize, describe, compare/contrast, synthesize); *forms* are specific grammatical structures and words used to accomplish language functions (e.g., nouns, pronouns, adjectives, declarative sentences). [e.g., objective of lesson is to summarize (*function*) read-aloud using present tense and sequence words (*forms*); objective of lesson is to compare and contrast (*function*) World War I and World War II using adjectives, conjunctions, comparatives (bloody, difficult, challenging; and, but, or, so; longer, stronger, more valiant) (*forms*)]

Domain	INSTRUCTION			
Expectation	**MASTERFUL CONTENT KNOWLEDGE**			
Indicator	**I-10 ELA-E, ELA-S:** Develops **English language proficiency** through instruction focused on **language functions and forms**^			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	Effective examples of opportunities for English language development for ELLs would include: • Employing strategies for accountable talk, such as chants, songs, graphic organizers, cooperative structures, Total Physical Response, visuals, realia, drawings, advanced organizers, explicit academic language instruction, language experience approach, and/or word walls with icons. • Explicit modeling, think-alouds repetition of correct language use, sentence stems, and patterns differentiated for students' language proficiency levels with visual scaffolding. • Ensuring opportunities are cognitively demanding (involve higher levels of Bloom's Taxonomy) with necessary scaffolds (e.g., choral reading of terms before use). • Building on and integrating learners' reading and writing skills as their oral language develops. • Providing wait time for students to formulate answers. • Explaining and explicitly using and pointing out cognates. • Providing collaborative opportunities to practice English language development (e.g., group work, role plays, pair share), which occur in homogeneous and heterogeneous groups (by language proficiency levels) according to lesson purposes. •			
Student Behaviors	• Students are not observed rehearsing target language forms. • Students are observed developing language in isolation (e.g., grammar worksheets). • Students are not observed making connections between L1 and L2. • Students are not observed using L1 to transfer understanding to L2 and may be discouraged to do so.	• Some students are observed rehearsing target language forms being developed in reading, writing, speaking, **or** listening, but not all of these strands. Students may be observed developing language, but it is embedded in unfamiliar content, which may mean students struggle to use language well. • Students may be observed demonstrating knowledge in L1, but are not observed applying that knowledge to L2. • Students are observed using L1 to clarify or restate, but not to discuss key concepts. They may not have materials in L1 to support them.	• Students are observed rehearsing target language forms being developed using reading, writing, speaking, **and** listening, as appropriate for language proficiency levels. • Students are observed developing language embedded in content. • Students are observed transferring their knowledge of L1 and L2, such as identifying and using cognates, concepts of print, context clues, and appropriate syntax in their writing and speaking. • Students are observed discussing key concepts in L1, as well as using L1 materials that support understanding and transfer to L2.	*In addition to "Effective":* • Students make connections between previously learned language functions and forms to current lessons' focus.

^Language functions and forms are defined as follows: *Functions* are tasks, purposes, and uses of language (e.g., explain, summarize, describe, compare/contrast, synthesize); *forms* are specific grammatical structures and words used to accomplish language functions (e.g., nouns, pronouns, adjectives, declarative sentences). [e.g., objective of lesson is to summarize (*function*) read-aloud using present tense and sequence words (*forms*); objective of lesson is to compare and contrast (*function*) World War I and World War II using adjectives, conjunctions, comparatives (bloody, difficult, challenging; and, but, or, so; longer, stronger, more valiant) (*forms*)]

Domain	INSTRUCTION			
Expectation	**MASTERFUL CONTENT KNOWLEDGE**			
Indicator	**I-11 ELA-S: Uses native language to develop strong content knowledge in L1** (refers to lessons taught in Spanish, NOT English)			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher's level of Spanish proficiency is insufficient to develop students' concepts, skills, and academic language. • No Spanish language objective or content vocabulary is observed, and scaffolding techniques are either absent or detract from content knowledge development. • Decisions about when to teach in native language match teacher's language proficiency, not students'. • Teacher goes back and forth between Spanish and English during the lesson. • Teacher does not provide students with materials in Spanish. • Teacher includes opportunities for students to read, write, speak, or listen in Spanish, but not all strands are addressed; these opportunities are cognitively undemanding (lower levels of Bloom's Taxonomy).	• Teacher's level of Spanish proficiency and academic language in Spanish is limited, which results in fragmented teaching of concepts, skills, and academic language. • A Spanish language objective may or may not be evident, content vocabulary is taught as it arises, not strategically, and scaffolding techniques used may not support content knowledge development. • Decisions about when to teach in native language do not match students' background knowledge. Teacher goes back and forth between Spanish and English during the lesson. • Teacher provides students with limited materials in Spanish. • Teacher includes opportunities for students to read, write, speak, and listen in Spanish, though not all of these strands are cognitively demanding (too much emphasis on lower levels of Bloom's Taxonomy at the expense of higher levels).	• Teacher demonstrates Spanish proficiency by explicitly developing students' concepts, skills, and academic language in Spanish through the use of Spanish language objective(s), content vocabulary, and scaffolding techniques (e.g., visual aids, realia, sentence stems, graphic organizers, cooperative structures) to aid the transfer of concepts into English, knowing high L1 proficiency levels facilitate high L2 proficiency levels. • After strategically deciding when to teach in native language, teacher consistently uses Spanish throughout corresponding lessons. • Teacher provides students with anchor charts and other materials in Spanish. • Teacher ensures Spanish lesson instruction includes opportunities for students to read, write, speak, and listen in Spanish in cognitively demanding ways (appropriate balance of lower and higher levels of Bloom's).	*In addition to "Effective":* • Teacher can explain concepts in multiple ways for students without needing to change languages.
Student Behaviors	• Students are observed struggling to apply concepts, skills, and academic language in Spanish because of insufficient content vocabulary and scaffolding. • Students are observed reading, writing, speaking, or listening, though it occurs in cognitively undemanding ways (lower levels of Bloom's Taxonomy).	• Students are observed using Spanish inconsistently when talking about concepts or applying skills and academic language. Scaffolds students use may or may not support content knowledge development. • Students are observed reading, writing, speaking, and listening in Spanish, though they may do so in cognitively undemanding ways (too much emphasis on lower levels of Bloom's Taxonomy, at the expense of higher levels).	• Students are observed using Spanish to apply concepts, skills, and academic language to their speaking and writing through content vocabulary and scaffolds (e.g., visual aids, realia, sentence stems, graphic organizers, cooperative structures). • Students are observed reading, writing, speaking, and listening in Spanish in cognitively demanding ways (appropriate balance of lower and higher levels of Bloom's Taxonomy) as they learn and master content objective(s).	*In addition to "Effective":* • Students are observed independently identifying and using appropriate scaffolds and resources (e.g., finding graphic organizers pertinent to tasks; working with other students without being told, using previously learned sentence-stems) they need to learn content.

Domain	INSTRUCTION			
Expectation	**ACADEMIC LANGUAGE DEVELOPMENT**			
Indicator	**I-12:** Promotes students' active and appropriate **use of academic language**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher does not explicitly teach academic language. • More teacher talk occurs than student talk. Teacher talks for majority of lessons. • Collaborative structures that support student talk are not observed. • Teacher does not use instructional techniques to support ELLs' understanding and appropriate use of vocabulary. • Teacher provides some functionally communicative activities for ELLs^^, but activities are predominantly undemanding tasks.	• Teacher teaches academic language indirectly or spontaneously. • Mostly teacher talk is observed, but some student talk occurs. Teacher provides one or two opportunities for students to talk to one another to develop academic language, often at beginning or end of lessons. • Teacher provides few collaborative structures for students to engage in academic conversations. • Teacher uses one or two instructional techniques to help ELLs understand and use vocabulary appropriately in speaking, reading, and writing. • Teacher provides some functionally communicative activities for ELLs^^, but activities are a mix of cognitively undemanding and demanding tasks that may be predominantly undemanding.	• Teacher explicitly teaches academic language and has posted language objective(s) and/or communicated to students. • More student talk occurs than teacher talk. Teacher provides multiple opportunities to develop academic language throughout lessons. • Strategies, such as Think-Pair-Share and other collaborative structures, are observed to support student-to-student academic conversations. • Teacher incorporates a variety of instructional techniques to help ELLs understand and use vocabulary appropriately in speaking, reading, and writing. • Teacher provides functionally communicative activities for ELLs^^, where students can practice English language skills in cognitively demanding and authentic ways.	*In addition to "Effective":* • Teacher expects students to use academic language, as evidenced by praising students' use of academic language or asking students to rephrase when academic language is not used. • Teacher adjusts support (e.g., additional context) according to student responses to support students' various English language development levels; this process is understood, respected, and supported by other students in classroom.
	Academic language *includes sophisticated vocabulary and complex language structures used in texts, assessments, and academic contexts.* Effective examples of instructional strategies to support academic language acquisition would include: • Explicit modeling of academic language. • Providing opportunities for academic language to include speaking, listening, reading, and writing. • Linking vernacular to academic language. • Speaking in complete sentences. • Using sentence stems and cloze paragraphs. • Using strong visuals. • Asking students to explain their thinking to one another with prompts, such as "Tell us more about that"; "How do you know?"; "Why do you think that?"; "What evidence do you have of…?"		• Using hands-on opportunities of realia. • Co-creating with students and referring to word walls, word banks, and anchor charts. • Providing clear expectations about vocabulary students should use in conversations. • Using graphic organizers to clearly define vocabulary and/or concepts (e.g., Frayer models, concept maps). • Offering kinesthetic experiences. • Comparing and contrasting known and unknown concepts. • Providing methods for students to capture academic language (e.g., personal dictionaries, learning logs, double-entry journals). • Providing opportunities for structured academic conversations (e.g., Think-Pair-Share, Turn and Talk, Talk a Mile a Minute).	

^^Though ELLs are English language learners, this bullet also applies to students in world language classrooms who are learning second or additional languages.

Domain	INSTRUCTION			
Expectation	**ACADEMIC LANGUAGE DEVELOPMENT**			
Indicator	**I-12:** Promotes students' active and appropriate **use of academic language**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Student Behaviors	• Students are not given any or only one opportunity to develop academic language and rarely use academic language. • Students rarely use relevant content vocabulary and/or use it incorrectly (e.g., students do not use geometry vocabulary during geometry lessons; cannot tell what protractor is when using one). They do not attend to precision, often using incorrect definitions or terms in discussion with others. • ELLs^^ are not observed using target language, or use is not context-embedded or cognitively demanding; conversation is mostly one-on-one with teacher.	• Mostly teacher talk and some student talk is observed, although student conversations may be off-task or use limited academic language. • Students may use relevant content vocabulary, though perhaps incorrectly. They somewhat attend to precision, though sometimes use unclear definitions or wrong terms in discussion with others. • Some ELLs^^ are observed using target language, though may not be context-embedded or cognitively demanding; conversation may be in collaboration with other students, but is often one-on-one with teacher.	• Students are observed talking more than teacher, using academic language when doing so (on task). • Students are observed using relevant content vocabulary correctly (e.g., students use geometry vocabulary during math lessons). They attend to precision, using clear definitions and correct terms in discussion with others. • ELLs^^ are observed using target language in context-embedded, cognitively demanding ways, often in collaboration with other students.	*In addition to "Effective":* • Students are observed encouraging one another to engage in academic conversations and have protocols to support their dialogue. • When teacher adjusts his or her expectations for student responses (when students are at various developmental levels for language acquisition), it is understood, respected, and supported by other students in classroom.

^^Though ELLs are English language learners, this bullet also applies to students in world language classrooms who are learning second or additional languages.

Domain	INSTRUCTION			
Expectation	**ACADEMIC LANGUAGE DEVELOPMENT**			
Indicator	**I-13:** Ensures **content is accessible for ELLs**[#]			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher's oral and/or written language is sometimes unclear. • Teacher uses few instructional strategies to support students' access to content. • Teacher does not monitor student access to content.	• Teacher often uses clear oral and written-language. • Teacher often uses a variety of instructional strategies to support students' access to content. • Teacher sometimes monitors student access to content, but may not determine if misunderstandings are due to language or content barriers.	• Teacher consistently, systematically uses both oral and written language clearly. • Teacher consistently uses a variety of instructional strategies to support students' access to content. • Teacher frequently monitors student access to content and determines if misunderstandings are due to language or content barriers.	*In addition to "Effective":* • Teacher regularly monitors student access to content and adapts accordingly.
	Effective examples of ensuring content is accessible for ELLs would include: • Facing students so they can see language production. • Providing input that is just a bit more difficult than they can easily understand. • Providing relevant background and context, drawing on students' personal, cultural, and academic experiences. • Demonstrating explicit attention to vocabulary, as evidenced by: o Spending time defining, discussing, and clarifying vocabulary words unlikely to be familiar to students prior to tasks. o Emphasizing key vocabulary through intonation, visuals (e.g., written, word wall), etc. o Presenting new vocabulary in context. o Limiting number of vocabulary items presented to students at any one time. o Explaining concepts several times in varying contexts and slightly different terms and examples, as well as paraphrasing. • • Avoiding 'asides' that could distract students.		• Drawing attention to specific structures, features, and proper language usage (e.g., words, grammar syntax). • Providing ample wait time for responses to questions, as well as pausing frequently for students to process information. • Simplifying explanations, using shorter sentences and simplified language structure (e.g., prioritize subject—verb—object order, avoid or clarify pronouns). • Limiting length and number of lecture-type presentations. • Clearly explaining tasks using step-by-step manner, typically with visuals. • Explaining and rewording (not just restating) of unclear content. • Frequently using visuals, including gestures and facial expressions. • Using graphic organizers, concrete objects, and realia when possible to enhance understanding, as well as hands-on materials or manipulatives for student practice. • Learning/metacognitive strategies taught through explicit instruction. • Providing activities that integrate all language skills: listening, speaking, reading, and writing in English. • Grouping students in ways that support language and content objectives.	
	Effective monitoring of student access to content to determine if barriers are language- or content-related would include: • Explicitly asking students what their misunderstandings are. • Asking students to define or restate terms or concepts. • Having students elaborate using prompts, such as "Tell me more about…" or "How do you know that?" • Using home language for clarification where possible through adult or peers. • Providing peer support to clarify content. • Providing students frequent opportunities to express their ideas in listening, speaking, reading, and writing and apply content and language knowledge in classroom. • Providing students multiple ways to demonstrate learning (e.g., acting out knowledge, using physical objects, using visuals, providing other performance-based opportunities) to reduce linguistic barriers.			
Student Behaviors	No relevant student behaviors to observe.			

[#]It is possible to score N/A on this indicator if teacher does not have any ELLs in the classroom.

Domain	INSTRUCTION			
Expectation	**21ST CENTURY SKILLS**			
Indicator	**I-14:** Provides opportunities for **creativity/ innovation, critical thinking,** and **problem solving**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher structures lessons so students demonstrate little originality and often ignore diverse perspectives. • Teacher does not model effective problem-solving strategies or engage students in exploring real-world issues or solving authentic problems. • Teacher designs tasks that require limited knowledge acquisition, reasoning, and decision-making with cursory review of evidence, if any.	• Teacher structures lessons so students demonstrate some originality and consider diverse perspectives. • Teacher offers some effective problem-solving strategies, but marginally engages students in exploring real-world issues and solving authentic problems. • Teacher designs tasks that require students to acquire knowledge, use reasoning, and understand evidence before making judgments or decisions.	• Teacher structures lesson so students demonstrate significant originality and include diverse perspectives. • Teacher designs tasks that require students to acquire and evaluate knowledge, reason effectively, and analyze and evaluate evidence before making judgments or decisions (i.e., opportunities to grow students' problem-solving skills).	*In addition to "Effective":* • Teacher structures lessons that give students space and/or time to create and invent new learning from those ideas. • Teacher provides opportunities for students to grow and exhibit their problem-solving skills.
Student Behaviors	• Students approach tasks and responses in rote ways, with little connection to ideas and issues beyond classroom. • Students do not recognize or engage diverse perspectives; cannot discern between correct and flawed reasoning. • Students struggle with basic problem solving.	• Students approach tasks and responses with some original thought or some connection to ideas and issues beyond classroom. • Students acknowledge diverse perspectives and may provide rationale for their conclusions; may struggle to discern correct logic from flawed reasoning. • Students problem solve in typical ways, and teacher offers some effective problem-solving strategies.	• Students approach tasks and responses with evidence of divergent thinking, original thought, or some connection to ideas and issues beyond classroom. • Students construct viable arguments and critique others' reasoning by responding to diverse perspectives, analyzing similarities and differences, justifying conclusions, and discerning correct logic from flawed reasoning. • Students are creative problem solvers. • Students apply what they know in discipline to solve problems arising in everyday life, society, and the workplace. • Students reason abstractly and quantitatively by making sense of quantities and relationships, creating coherent representations of problems, and knowing and using different properties of items.	• Students approach tasks and responses in highly original and applied ways. • Students "mediate" diverse opinions or approaches and devise their own. • Students are creative problem-solvers and think about systems, not just isolated parts. • Students look for and use structures by stepping back, shifting perspective, and seeing complex things as being composed of several objects.

Domain	INSTRUCTION			
Expectation	21ST CENTURY SKILLS			
Indicator	**I-15:** Fosters **communication and collaboration** among students			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher does not set clear expectations for collaboration and communication among students. • Teacher creates limited opportunities for students to communicate their ideas, though purpose is not always clear. • Teacher does not provide any opportunity to collaborate during lessons.	• Teacher may set clear expectations for collaboration and communication among students, but may not hold students accountable for collaboration. • Teacher creates some opportunities for students to articulate their ideas, construct arguments, and/or communicate for one main purpose. • Teacher provides ways to collaborate during lessons. • Teacher makes tasks collaborative, though student groups are not necessarily strategic or purposeful.	• Teacher sets and implements clear expectations for collaboration and communication among students. • Teacher creates multiple, scaffolded opportunities for students to articulate their ideas, construct arguments, and communicate for a range of purposes. • Teacher provides a variety of ways to collaborate throughout lessons. • Teacher aligns tasks to collaboration, so student groups are strategic and purposeful.	• Teacher's expectations for collaboration and communication among students are clear and implemented by students. • Teacher creates opportunities for students to effectively articulate their ideas in multiple forms and communicate for a wide range of purposes. • Teacher allows students to determine how to use collaboration according to objective(s) or tasks.
Student Behaviors	• Students may not share ideas, or they do not provide rationale. • Students struggle to collaborate in diverse groups and do not try to understand or are not tolerant of other perspectives and cultures. • Students have limited or no opportunities to construct arguments or build on ideas. • Students are sometimes unable to adapt in group situations, and work ethic varies according to tasks or groups. Students struggle to respond to varying demands of audiences, tasks, purposes, and discipline.	• Students may communicate reasoning by sharing ideas, but many do not provide rationale. • Students may construct arguments, but may not build on others' ideas or confirm others' understanding. • Students mostly interact appropriately in groups and may attempt to understand other perspectives and cultures. • Students show adaptability in group situations and some evidence of work ethic. Students try to respond to varying demands of audiences, tasks, purposes, and discipline. • Some students assume personal responsibility for group work.	• Students communicate reasoning by explaining stated assumptions, definitions, and results; articulate reasoning used to analyze and solve problems. • Students construct arguments, build on others' ideas, articulate their ideas, and confirm others' understanding. • Students interact appropriately in diverse groups ("diverse" by race, ethnicity, language, group size, opinions, skill levels, etc.) and come to understand other perspectives and cultures. • Students' interactions with each other show adaptability and work ethic in group situations. Students respond to varying demands of audiences, tasks, purposes, and discipline. • Most students assume personal responsibility for group work.	• Students communicate and work respectfully in diverse groups. • Students' interactions with each other include providing rationale for ideas/opinions. • Students show adaptability and work ethic. • Most students assume personal and shared responsibility for group work. • Students may determine how to work as group to achieve objective(s). • Students anticipate varying demands of audiences, tasks, purposes, and discipline.

Positive Classroom Culture and Climate

LE.1—*Demonstrates Knowledge of, Interest in, and Respect for* ***Students' Communities and Cultures***

LE.2—*Fosters a* ***Supportive and Respectful Learning Environment*** *among Students*

LE.3—Motivates Students to Learn, *Take Academic Risks, and Demonstrate Classroom Leadership*

"The most important action an effective teacher takes at the beginning of the year is creating a climate for learning."
—Mary Beth Blegan, former U.S. Department of Education teacher-in-residence.

The impact of classroom climate on students and staff can be beneficial for, or a barrier to, learning. Establishing a positive classroom climate enhances academic achievement and helps to promote appropriate classroom behavior. Positive classroom climates that foster a sense of belonging provide an environment that

- Encourages risk taking
- Allows for cooperation and acceptance of individuals
- Encourages divergent thinking
- Promotes appreciation of others
- Promotes empathy
- Recognizes the unique contributions that each student makes to the group

LE.1—Demonstrates Knowledge of, Interest in, and Respect for **Students' Communities and Cultures**

By eliciting student interests and opinions, teachers create an environment in which all parties are appreciated and respected. Like everyone, students want to feel that they are "known"—that others understand them, appreciate them, and recognize their unique qualities, skills, interests, needs, and personalities. Teachers who understand this and consciously find ways to demonstrate their interest in students will build a stronger foundation for effective classroom management and learning (Marzano, 2007).

All of us want to be known by others. When someone knows our interests and engages us in conversation on these topics, we interpret this as an indication that they like us. Teachers can use a variety of methods to obtain information on their students, such as:

- Interest inventories
- Students' autobiographies
- Journaling

In addition to knowing students' interests, teachers also need to be familiar with the culture of students. Answers to the following questions can provide this information:

- Who are the popular recording artists?
- Where do the students like to gather outside of school?
- What are some of the rivalries among students?
- What are popular terms and phrases used by students?
- What are the communities like in which my students live or have lived?

Example of Effective Practices

Health. To connect to students' interests, a health teacher uses metaphors and analogies. During a unit on diseases, the teacher highlights the elements of a disease as: 1) a small number of cells invade a host; 2) these cells multiply; and 3) the host organism tries to fight the disease. Next, the teacher translates these elements into a more general and understandable pattern: 1) a small number of things invade or affect something; 2) the things grow in number or strength; and 3) the affected thing tries to fight back. Students are asked to identify something they are interested in or something from their own life that has this same pattern and create a metaphor or analogy to explain the three elements of a disease (Marzano, 2007).

Middle-School Science. Middle-school science students are studying the food chain and the roles played by carnivores, herbivores, and omnivores. There are several students in the class from Latin American countries. To illustrate how a food chain works, the teacher uses animals and plants native to the area in which the school is located and to Latin American countries. When students create a food chain, they are able to select plants and animals with which they are familiar. Students who are not Latino have opportunities to learn about plants and animals with which they are unfamiliar.

Reflection Questions

- How will I obtain information on my students' interests and cultures?
- How will I make connections between what students are learning in class and their interests and cultures?
- How will I encourage students to utilize their native language?
- How will I provide opportunities for students to share their culture with classmates?
- How will I develop a classroom environment in which each student's culture and interests are respected?

LE.2—Fosters a **Supportive and Respectful Learning Environment** among Students

Effective teachers treat students with respect in all circumstances. Students gauge the teacher's respect based on what the teacher does rather than what the teacher is thinking. One of the more promising aspects of teacher-student relationships is that it is not a function of what teachers *feel*. Rather, it is a function of what teachers do. More specifically, students cannot see inside a teacher's head to determine a teacher's thoughts. They cannot see if a teacher is having positive or negative thoughts about the class as a whole or an individual student. Rather, students look at the teacher's behaviors and interpret those behaviors as signs of the teacher's attitude about the class or the individual student (Marzano, 2007). Modeling a respectful culture starts with the teacher and filters down into every other aspect of the classroom.

Examples of Effective Practices

Middle School. Ms. Dove, a seventh-grade teacher, makes a conscious effort each day to greet students at the door with a courteous and positive interaction that helps reinforce a respectful culture in her classroom. She always makes eye contact with students and expects them to greet her in the same manner. When students answer questions or share their work, she communicates the expectation that other students will track the speaker and listen attentively. Over time Ms. Dove has realized that her students expect this type of interaction from her and from each other. As these behaviors become routine, she has noticed a more caring interdependence among her students.

Fourth-Grade Mathematics. A fourth-grade math teacher implements numerous grouping strategies in her classroom. To support students in working respectfully and collaboratively, the teacher spends time at the beginning of the year modeling expectations for "group talk." Students are taught to use phrases such as, "I agree or disagree with you because . . .," " I hear what you saying, but I wonder if this idea might work," "Can you explain that more for me?", etc. By modeling these phrases for students and communicating clear expectations for student conversation, a respectful and supportive learning environment has been created in which students take responsibility for their own learning and that of their peers.

Reflection Questions

- What do my students need in order to feel supported in their academic and social endeavors?
- How can I develop routines and procedures that promote a respectful learning environment?

- How will I model respect for my students?
- How will I establish a language for respect in my classroom?
- How will I create opportunities and set guidelines for students to support one another?

LE.3—Motivates Students to Learn, Take Academic Risks, and Demonstrate Classroom Leadership

A teacher's belief about students' chances of success in school influences the teacher's actions with students, which in turn influences their achievement. If the teacher believes students can succeed, he or she tends to behave in ways that help them succeed. "[Teacher efficacy beliefs are] perhaps one of the most powerful hidden dynamics of teaching because it is typically an unconscious activity" (Marzano, 2007). High academic expectations and a teacher's confidence in his or her efforts to facilitate student learning lead to a positive classroom environment in which all students believe that they can learn. Expectations that are demanding help to maximize student potential and promote personal responsibility and initiative. An atmosphere that encourages students to take risks and challenge their own thinking motivates students to stay engaged with their learning.

Factors that Impact Students' Motivation to Engage in the Learning Process:

- Climate—Creating a classroom climate that invites students to learn, take risks, and engage
- A teacher's words—Frequent, positive feedback that builds confidence in students' abilities and motivates them to learn
- Students *know* the expectations—Establishing clear learning, thinking, and doing expectations for students
- Students *know* why the learning is important—Helping students find personal meaning and relevancy in the material
- Students are curious to learn—Piquing student curiosity
- Students' learning needs and interests are met—Providing students with choices – differentiating instruction

Examples of Effective Practices

Third Grade. A third grade teacher's behavior management system is based on students earning "bucks" or paying "bucks" to the classroom bank. The students and teacher have collaborated to establish characteristics of a good citizen, as well as consequences for when students do not follow these guidelines. Students who display characteristics of a good citizen are chosen to lead class meetings, monitor the work of their group, and be the class "banker." Prior to students assuming these roles, the teacher reviews what it means to be a leader and the responsibility students have to themselves and to their classmates to perform

the duties of their job appropriately. Students learn that having a leadership role is a privilege and are motivated to display the characteristics of a good citizen in order to be given these responsibilities.

High-School Environmental Studies. A high school environmental studies teacher shows a video clip of locally endangered animals and their habitats. After a discussion about the impact humans have had on the animals' habitats and chances for survival, students work in groups to brainstorm solutions to this environmental issue and individuals they need to contact for information and support. The teacher acts as a facilitator to encourage students to be active and develop a plan for how one of the species of animals shown in the video can be saved. Students are motivated to solve this real life problem and to try different solutions.

Reflection Questions

- How will I motivate students to engage in the lesson tasks?
- What motivates my students?
- How will I make the content meaningful and relevant for my students?
- How will I create an environment in which my students feel safe to take risks?
- How will I provide opportunities for my students to take leadership roles within the classroom?
- How will students be selected for leadership roles?
- How will students be supported in fulfilling roles of leadership?

Effective Classroom Management

***LE.4**—Implements **High, Clear Expectations for Student Behavior** and Responds Appropriately*

***LE.5**—Classroom **Resources and Space** Reflect and Promote Students and Their Learning*

***LE.6**—Manages **Students, Transitions and Resources** Effectively*

LE.4—Implements High, Clear Expectations for Student Behavior and Responds Appropriately

It is important to use effective management strategies to facilitate learning and avoid disruptions. In a smoothly running classroom, classroom rules must be inferred because an observer may not witness explicit attention to those rules. Rather, student behavior indicates that a teacher has established those rules at the beginning of the year and has maintained them consistently. In a well-managed classroom, students are able to explain the agreed-upon rules and monitor their own behavior (Danielson, 2007).

Establishing rules and shared expectations for behavior in and out of the classroom helps to lay a solid foundation for effective classroom management Effective teachers often enlist students in setting and maintaining classroom rules because soliciting student participation contributes to students' feelings of ownership and thus better behavior. Research recommends posting rules in a visible place in the classroom and limiting the number of rules to five or less. Effective teachers are consistent in the manner in which they respond to misbehavior. When a teacher responds to a student's misbehavior quickly and respectfully, the chance of the student correcting his behavior increases. Teachers should focus on the behavior rather than the student, thus allowing the student to maintain his/her dignity. This, too, makes it more likely that the student will accept the consequence and make behavioral changes.

Consequences are essential in helping students learn from their mistakes. They should be logical and match the misbehavior, rather than being arbitrary or disconnected from the infraction. The effective teacher administers consequences with empathy and understanding, as opposed to anger and lecture (Fay & Funk, 1995, p. 36). When a teacher delivers a natural and logical consequence with empathy, the student can

focus on his decision that caused the mistake or misbehavior. This opportunity for reflection allows for faster resolution.

There are some behaviors from students that are better left ignored, especially if they do not disrupt the learning environment. The teacher may use cues from other students in the class to determine if a behavior is actually disruptive. If there is evidence that the student who has displayed marginal behavior has self-monitored and moved on, then the teacher should also move on.

Example of Effective Practices

Town Meeting. At the start of the school year, a teacher conducts a "town meeting" with her students. She communicates the importance of rules and procedures in the classroom, as well as the significance of students assuming the responsibility of how the classroom operates. At the conclusion of the meeting, the group identifies five key rules that everyone agrees are essential to maintaining order, safety, and collaboration. The teacher revisits the rules throughout the school year to ensure that her classroom remains collaborative and productive, with students "owning" the more limited list of rules (Marzano, 2009, p.217).

Reflection Questions

- How will I communicate expectations for student behavior?
- How will I engage students in establishing classroom rules?
- What will I establish as consequences and rewards for student behavior?
- Where will I display classroom rules?

LE.5—Classroom **Resources and Space** Reflect and Promote Students and Their Learning

Classroom Arrangement

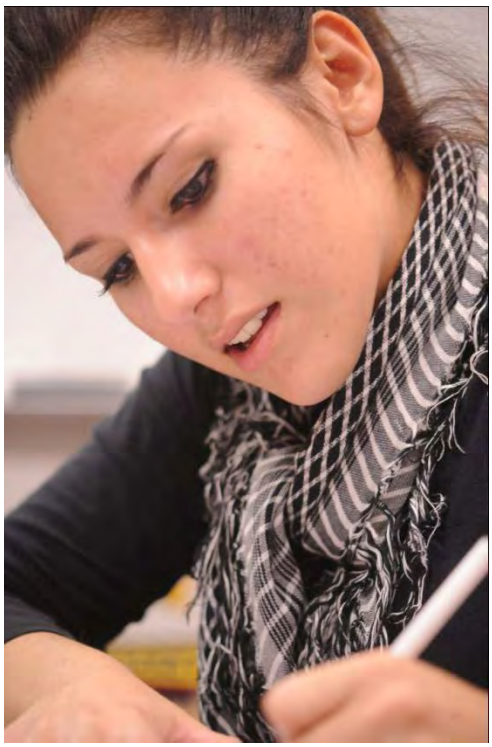
When considering how to arrange a classroom, several things are important to remember. The seating arrangement should be designed in a systematic way so that it helps students feel more organized. The room should contain only the amount of furniture that is functional and supports student engagement and learning. Furniture should be arranged in such a way as to reduce traffic distractions. For example, as students get up to go to the bathroom or pencil sharpener they should not overly distract students they pass. Allow plenty of space for foot traffic, especially around areas where supplies are stored. The arrangement should also allow for easy circulation by the teacher so all students are easily accessible for support and redirection as needed. (Space for collaborative and individual work is mentioned in the reflection questions, and should also be mentioned here. In addition, something could be added about space being used to support student learning, not to store teachers' junk-- Worded differently, of course)

Displaying Student Work

An environmentally rewarding classroom is one in which children have opportunities to display their work and use displays to support their learning. Displaying students' work encourages them to share their work with others and respect the work and efforts of their peers. The amount and type of children's work displayed in a classroom is a good indicator of a developmentally appropriate classroom that values student thinking and efforts.

Displaying Student Work

- Include samples of work from everyone, not just the "best."
- Allow student choice. This will promote ownership and choice shows that student input is valued.
- Display "work in progress" not just finished pieces. This will demonstrate the learning process.
- Make displays purposeful. Communication of expectations will ensure students know exactly what teachers want to display and why.
- Rotate work often throughout the year. If displays are to be meaningful and support learning they should be examples of recently taught objectives.
- Keep displays at student eye-level. If students are not able to reference the work then the display becomes meaningless.
- Less is more! A cluttered room can be too much stimuli. A carefully constructed area of student work should be the focus.



Academic Tools

Accessible materials and supplies can eliminate delays, disruptions, and confusion as students prepare for activities. Organization turns the classroom into a pleasant place for both educators and students. A teacher's organization of classroom materials and resources can set an example for students' organization of their materials. When students need to use a variety of materials to complete assignments, teachers need to make sure these materials are readily available, visible, and organized. (Tools might also include anchor charts that students use as a resource for guiding independent and collaborative work)

Organizing Student Materials

- **Number Student Materials**
  - Assign students a number. When a new student arrives, he/she can take the number of a student who moved.
  - Use the same numbers to label everything for which there are class sets, such as novels, manipulative sets, student mailboxes, textbooks, etc. Each student is then responsible for the item with his/her number. This will save time on re-labeling items from year to year.
- **Use Baskets for Assignments**
  - Use a basket or tray for students to pick up assignments as they enter the room and to place completed assignments. If teachers have more than one class or subject, they can label different baskets/trays for each one. This will eliminate students from having to ask what they need to do with finished assignments.
  - Designate an area in the classroom where supplies will be kept. Mini storage drawers (either 5 or six drawer), stack boxes, baskets on shelves, etc., can be used. Assign a member of each group or row, the task of gathering and collecting supplies needed by their peers.

Reflection Questions

- How will I arrange classroom furniture in a manner that supports student collaboration and individual work?
- What materials will I display that support learning of unit and lesson objectives?
- How and where will I display student work?
- What materials will students need to easily access in order to complete tasks?
- How will I organize materials and resources for student use and for my use?
- How will I communicate to students my expectations for their use of materials and resources?

LE.6—Manages **Students, Transitions and Resources** Effectively

It is important to explicitly teach procedures and routines at the very beginning of the school year. Students are also more consistent in their execution of procedures and routines when they practice them throughout the year. One way to manage procedures and routines is through the use of a rubric to remind and reinforce the classroom expectations.

The following generalizations should guide the design and implementation of classroom procedures (adapted from Marzano, 2009):

- Procedures should be established at the beginning of the school year with the understanding that students will need reminders and practice, especially when procedures are altered based on changing classroom needs.
- In order to be understandable to students, procedural expectations should describe specific behaviors.
- Students are more likely to follow procedures and routines if they have input into their design.
- Students should have opportunities to assess and modify their performance of the procedures.

Reflection Questions

- What routines and procedures will I need to establish to ensure transitions are smooth, students are safe, and learning time is maximized?
- How will I communicate and model routines and procedures?
- How will students demonstrate they understand routines and procedures in the classroom?
- How will I consistently implement procedures and routines?
- How will I establish procedures and routines that optimize instructional time?

Standards-Based Goals

I.1—*Clearly Communicates the* ***Learning Objective(s)*** *for the Lesson, Connecting to* ***Larger Rationale(s)***

I.2—*Provides* ***Descriptive Feedback*** *to Students on Achievement and Next Steps*

I.3—*Supports Student Success with* ***Rigorous Tasks***

*I.1—Clearly Communicates the **Learning Objective(s)** for the Lesson, Connecting to **Larger Rationale(s)***

Implementing effective lessons, aligned to state content standards, is dependent upon the teacher's ability to create and communicate *clearly defined learning outcomes,* or objectives appropriate for the students and content being taught. All aspects of a lesson should support student mastery of the lesson objectives. Consequently, in many ways this indicator is the foundation for all other indicators. If the teacher is not clear about what he/she wants students to know and be able to do as a result of the lesson, the balance of the lesson cannot be properly developed or implemented. Both the students and the teacher should understand what is to be accomplished during each lesson and the purpose for what takes place.

Arguably, the most basic issue a teacher can consider is what he/she will do to establish and communicate learning goals, track student progress, and celebrate success (Marzano, 2007).

A learning objective is a statement of what students will know and will have learned by the end of the lesson. A learning objective articulates the **knowledge** students will potentially gain from the lesson and activities in which they engage. This differs from an activity objective which is a statement of what students will be able to do or complete by the end of the lesson.

Before a learning objective can be clearly communicated, it must be clearly written.

Three components of a clearly written learning objective

- Objective contains an observable verb/action
- Objective contains a clear description of the anticipated student learning outcome
- Objective is measurable

Posting the lesson objective provides a visual reminder to students of the activity's purpose and the teacher's expectations for their learning. The effectiveness of any visual aid is measured in how purposefully it is used to impact student learning. It is not beneficial to post an objective that only some students can see, that is not referenced, or that is not understood by students. Therefore, it is important for the teacher to write the objective in language that students can understand and explain.

Explicitly communicating objectives goes beyond merely posting and/or stating an objective or standard at the beginning of a lesson. The term **"communicating"** implies that the teacher is certain that students know and understand the learning objective. This requires the teacher and students to continually reference

the objective/standard throughout the lesson by ensuring that each element of a lesson focuses students on the learning objective. A clear alignment among the objective, instruction, questions, and student tasks provides an effective means by which to communicate a learning objective.

Students must view what they are learning as part of a continuum of learning, not in isolation from previously experienced lessons. Therefore, teachers must make connections between new and prior learning, and between what students are learning in the classroom and their daily lives. These connections provide a purpose for students and support them in applying new knowledge and skills to other situations and experiences.

The final step in implementing an effective lesson is to review the learning objective with the aim of advancing students' understanding of the content or skill taught. During closure, teachers may summarize the major points of a lesson; ask students to recall ideas and make connections; and answer final questions.

Examples of Clearly Communicated Learning Objectives

1. Teacher Posts Standards-Based Lesson Objective(s)

All Levels, All Content Areas

Standards/lesson objective(s) should be posted in large print so that all students can read them from their seats. This allows the teacher and students to reference the standards/objective(s) throughout the lesson.

- Standards/lesson objective(s) are posted using visual formatting, such as webbing, mapping, or other meaningful graphic organizer. This type of visual supports students in making connections between the standards and daily lesson objectives.
- Standards for a specific unit are posted in the classroom. As the standards are segmented into daily lesson objectives, the teacher and students can follow the progression of the standard and understand how the lessons connect, and how they each connect to the standard. This method supports students in seeing the whole picture, breaking it down into daily learning objectives, and then putting the pieces together again to meet the standard.

2. Teacher Makes Statements that Connect Lesson Skills and Objectives to Unit Goals and Content Standards

All Levels—All Content Areas: Involving students in making connections to content standards

- A student is assigned the responsibility of recording the connecting standard. After the lesson objective is identified, a student records a date on the section of the standard that is being addressed in the lesson. This method provides additional purpose for displaying the standards in a manner that the teacher and students can continually reference. It also provides a continuum of learning to which students can connect.
- Students have the standard(s) in their notebooks. They record the date on which the standard is connected to a lesson objective and reflect on how they met the standard and objective.
- Students engage in a think/pair/share activity during which time students reflect and verbalize the meaning of the standard and how it was addressed during the lesson.
- Students select key words within the standard being taught. These key words are listed and discussed in terms of their meaning and importance to comprehension of the standard. Students use these key words to "unpack" the standard and make connections to daily lesson objectives.

3. Teacher Makes Statements that Connect Lesson Skills and Objectives to Real-World Situations

All Levels—Social Studies and Language Arts, Art, or Music

In literature classes, teachers make connections between what students are reading and a historical time period they may be studying in social studies. Students may create a timeline of historical events and famous writers of the time period to make connections between the two disciplines. The historical connections can be used to strengthen students' understanding of the literature of the time period. These interdisciplinary connections may also be made in art and music to help students understand how historical events, such as a war, the Civil Rights Movement, or the Great Depression impacted the art and music of the time.

Social Studies, Math, and Literature

Students learning about the Great Depression may research how policies from Roosevelt's New Deal continue to affect them today. It is also important for teachers to lead students to connect what they learn in one content area to another content area. For example, when measuring or creating graphs in science, a teacher may make connections to math with an emphasis on math vocabulary students are learning. In literature classes, connections may be made for what is being read and a historical time period students may be studying in social studies. It is important to make such connections significant and meaningful to students.

Reflection Questions

- How will I select the standards/objectives to teach?
- How will I communicate the standards/objectives to students?
- What information from prior learning will students need to activate?
- How will I utilize a visual of the standards/objectives throughout the lesson?
- How will I involve students in making their own connections to the standard and lesson objective(s)?
- How will I communicate the purpose for the learning objective as it relates to real-world situations?

*I.2—Provides **Descriptive Feedback** to Students on Achievement and Next Steps*

Descriptive feedback is an incredibly powerful teaching tool. Put quite simply, students who are given specific information about the accuracy and quality of their work will spend more time working on their academic assignments. Descriptive feedback is not about praise, or blame, or disapproval; feedback is value-neutral. Good feedback describes what a student did or did not do for the purpose of changing or maintaining performance. Effective feedback should provide students with an explanation of what they are doing correctly and what steps they must take to continue to make progress. When teachers provide constructive feedback, students begin to develop the skills of self-assessment and self-adjustment (Marzano, 2007).

For feedback to be most useful, it should reference a specific level of skill or knowledge. A different way of saying this is that feedback should be criterion-referenced as opposed to norm-referenced. When feedback is norm-referenced, it informs students of where they stand in relationship to other students. This tells students nothing of their learning. Criterion-referenced feedback tells students where they stand relative to a specific target of knowledge or skill. In fact, research has consistently indicated that criterion-referenced feedback has a more powerful effect on student learning than norm-referenced feedback (Marzano, 2001).

High-quality feedback contains information a student can use. The most useful feedback describes the qualities of student work or the processes or strategies used to do the work. Feedback that draws students' attention to their self-regulation strategies or their abilities as learners is potent if students hear it in a way that makes them realize they will get results by expanding effort and attention.

Rutherford (2008) writes about examples of feedback that have very little effect on student learning and that can have a negative impact on student motivation. "Typical feedback includes such comments as "Nice work," "Unclear," "You need to improve your study habits," "C+," or "75%." These types of statements or grades show either an approval or disapproval of what a student has done and are evaluative in nature. Students tend to ignore comments when they are accompanied by grades or numerical scores..

Analysis of High-Quality Feedback and Ineffective Feedback

Feedback	Analysis of Feedback Quality
"This report is better than your last one. You've made it clear that you think we should recycle newspapers. What would make it even better is more facts about what would happen if we did recycle—more about how many trees we would save or other facts related to recycling."	This is an example of **high-quality feedback** that uses self-referenced comparisons in conjunction with descriptive information about the task to show struggling students that their work is improving. Then, when the teacher suggests what they need to do next, they will be more likely to believe they can do it as the feedback lets them know they are progressing toward the learning goal. The teacher makes one suggestion, not multiple ones. Giving feedback on small steps can help students who may be overwhelmed by having to improve in many areas at once.
"Your report was the shortest one in the class. You didn't put enough content in it."	This is an example of **ineffective feedback**. The teacher aims to communicate the same feedback message as in the previous example. Saying it this way however, implies that the student is competing with others (as opposed to aiming for a learning target) and that the reason the work is poor is that the student "did something bad." The student ends up feeling judged and not motivated to improve or take risks.
"The chart that starts at the trees and ends up at the recycling plant (instead of back at the trees) is very effective in demonstrating your point. It follows the relevant section of your report and illustrates the complete cycle so clearly. How did you come up with that idea?"	This is an example of **high-quality feedback**. It focuses on an interesting, positive feature of a student's report. The teacher's comments require the student to reflect on how he or she came up with the idea. Having the student name the strategy used will strengthen the student's ability to self-monitor and self-direct his/her learning.
"Your report is the best one in the class! You can have a "free pass" for your homework tonight."	This is an example of **ineffective feedback**. It does not tell the student what is good about the report and it rewards the student by changing an unrelated assignment. Feedback like this is a missed opportunity to reinforce a student's strength and ask him/her to reflect on the work.

Brookhart (2008)

Examples of Effective Practices

Elementary Writing. The objective of a lesson was: "Today you will learn about one way to form a paragraph. We formulate a topic sentence and at least three supporting sentences. Then we end the paragraph with a summary statement." She provided a graphic organizer after students collectively developed a topic sentence. While children wrote the supporting details independently, the teacher walked around the room providing the following feedback:

- Marie, very nice sentences because they include strong details.
- Henry, your first detail is a complete sentence. That's great. Look at your second detail. What can we add to make it a more complete sentence?
- Louise, if you would like more inspiration, let's look at the story for paragraph details. Good, it's right there. I think you will find some great material for writing details.
- Juan, you have three details that will make a great paragraph; what will make a good summary statement?

Students benefit from giving each other feedback in at least three ways: they receive more feedback from others; they are able to deepen their understanding of the learning objective, and their cognitive engagement in the content increases. When students develop the ability to provide each other with academically focused feedback, they think on a higher level (evaluative), work more collaboratively, and learn from each other. This provides the teacher with more opportunities to deliver specialized feedback to struggling students.

Writing. A learning target is for students to write a paragraph that includes a topic sentence, at least three supporting sentences, and a summary statement at the end. After the students have completed their writing, the teacher pairs them for the purpose of conferencing with each other on what they have written. To ensure students know her expectations for the conference, the teacher pairs with a student and models the questions and type of feedback students need to provide to one another. Within this model the teacher explains that it is important for students to clarify why an area of the writing is strong and how another can be strengthened as it relates to the criteria on a writing rubric. She does this by providing high-quality feedback that is focused on the learning target of writing a topic sentence, supporting details, and/or a summary statement. The students then form pairs and proceed to critique each other's work in an academically focused way.

Reflection Questions

- How will I ensure that students receive feedback that is directive?
- How will I provide feedback throughout each portion of the lesson?
- Will feedback be provided orally or in writing?
- How will I use feedback to continually communicate the criteria for student mastery?

- How will I use feedback that communicates the next steps students need to take toward mastery of the learning objective?
- How will I engage students in providing descriptive feedback to one another?
- How will I model language for students to use when providing feedback to one another?

I.3—Supports Student Success with **Rigorous Tasks**

Rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels (Blackburn, 2008).

Students must be able to: take risks, think at higher levels, and make connections.

Higher-level thinking can be defined in terms of critical thinking, problem solving, and thinking that allows for transfer or connections.

Transfer of learning occurs when individuals remember what they have learned, are able to make sense of it, and are able to use it in new situations.

The teaching goal behind cognitive engagement or student thinking is the equipping of students to be able to transfer. "Being able to think" means students can apply the knowledge and skill they developed during their learning to new contexts. "New" means applications that the student has not thought of within the context before, not necessarily something universally new. Higher-order thinking is conceived as being able to relate one's learning to other situations beyond those they were taught to associate with the learning.

How Do Teachers Support Students with Rigorous Tasks that Result in a Transfer of Learning?

- Teachers model their thinking and transference: "I remember learning this, or having used this, in this situation." "This situation is similar; I wonder if this will work for this problem, etc."
- Make connections for students across multiple situations or contexts.
- Make what students are learning relevant to their lives and to other concepts they are learning.
- Design tasks, questions, and/or assessments that require students to demonstrate and explain their thinking.

How Do Teachers Plan for Rigorous Tasks?

- Teachers' instruction and assessment methods must match the intended learning objective or goal, in both content (what the student learns) and cognitive complexity (what the student is able to do with the learning).
- Teachers' must be able to articulate for themselves—and for the students—what mastery looks like and sounds like.
    - What do I need to hear students say?
    - What do I need to see students do?
    - What vocabulary do I need to hear and see students use?

It is also important to define what rigor is NOT. Rigorous tasks are **not**

- Tasks that are part of a special program or curriculum for select students.
- Tasks that require only hardship or difficulty for students.
- Tasks that are developed ONLY around higher-order thinking or Bloom's Taxonomy.
- Tasks that increase the quantity of content to be covered.
- Rigorous tasks do, however, focus on the quality of the content.

Examples of Effective Practices

Primary Literacy. Students listen to the teacher read Tomie DePaola's *Pancakes for Breakfast* and Christina Rossetti's "Mix a Pancake." The teacher has previously taught elements of stories and elements of poetry. Students use anchor charts from previous lessons to compare the two texts on pancakes. They distinguish between the text that is a story and the text that is a poem. They also identify similarities between two texts on the same topic.

Elementary Literacy. A teacher has her fifth-graders compare and contrast two versions of the story of Pocahontas and John Smith by reading the fictionalized account *The Double Life of Pocahontas* (Fritz, 1987), and watching the Disney movie *Pocahontas*. Students work in groups to take notes about the characters, setting, plot, and events depicted in the movie, and to extract details from the text.

The teacher directs student groups to draw conclusions about the accuracy of historical events, after they identify significant patterns in the similarities and differences of the two sources (Reagan, in press). As each group shares its conclusions, the teacher should reinforce the skill of valuing others' viewpoints by reminding all students to paraphrase, clarify, or question the findings of their peers. This allows the students to better understand each group's conclusions, rather than judging them. Following the discussion, students might reflect in their journals on skills to keep in mind when striving for accuracy and searching for truth.

- The value of listening to and empathizing with a speaker.
- How well they think they listened and empathized in this activity.
- Situations in school, home, and life that require them to strive for accuracy and listen with understanding and empathy. (Costa, 2008)

Secondary Literacy. Students have been analyzing theme in a variety of texts. While reading Amy Tan's, *The Joy Luck Club*, students analyze the theme of relationships between mothers and daughters and how that theme develops over the course of the novel. Students search the text for specific details that show how the theme emerges and how it is shaped and refined over the course of the novel. They present their findings in writing that includes evidence from the text and their own reflection (connections) to support their analysis of the theme.

Examples of Ineffective Practices

Elementary Literacy. During a unit of study on story elements, students read George Seiden's *The Cricket in Times Square*. As they finish each chapter, they complete a graphic organizer in which they list the setting and characters and events related to the story's problem. Students are not required to explain how the characters and setting impact the story's plot or record details beyond ones that are literal.

Secondary Geometry. The teacher states to students that, in hyperbolic geometry, the sum of the angles of a triangle is less than 180 degrees. She shows examples. She then tells the students that, in hyperbolic geometry, all the axioms for neutral geometry hold, but the *parallel postulate* is restated as follows: Through any point P not on a line *l*, more than one line can be drawn through P parallel to *l.* She identifies to students the main differences between Euclidean and hyperbolic geometry. The main differences between them relate to the properties of "straight" lines in each type of geometry. She then tells students to copy examples from the board into their notebook.

Reflection Questions

- How will I model my thinking for students in a way that supports them in labeling their thinking?
- How will students apply their learning to new situations?
- How will students use their knowledge to solve problems, analyze, or evaluate?
- How will I provide opportunities for students to engage in accountable talk with their peers that requires students to utilize academic vocabulary?
- How will students explain the thinking and/or strategies they use to solve problems?

High-Impact Instructional Moves

I.4—Uses Questioning Effectively

I.5—Checks for Understanding in Varied Ways Throughout Lesson

I.6—Uses Technology and Digital Resources Appropriately to Enhance Student Learning

I.4—Uses **Questioning** Effective

The art of questioning is central to the practice of teaching (Fisher & Frey, 2007).

Effective questioning is not just a matter of planning **which** questions to ask, but also planning **when** to ask questions and **how** to scaffold questions in a way that moves students toward meeting lesson objectives.

Effective questioning can

- continually communicate learning objectives
- increase student engagement
- extend students' thinking and labeling of their schema
- create an environment of trust where students' opinions and ideas are valued
- show connections between previous and new learning and new learning and life experiences
- encourage students to ask as well as "receive' questions"
- encourage students to listen and respond to each other and to the teacher

Providing Wait Time

Once the question has been asked, students need time to process the answer. Commonly referred to as "wait time," this questioning technique of pausing for three to five seconds allows learners time to digest the question, retrieve information and formulate a response (Fisher & Frey, 2007).

The concern is not that three seconds is the "magic" time to provide, but that a period of time is provided that will most effectively assist nearly every student to complete the cognitive tasks needed in the particular situation. The teacher's job is to manage and guide what occurs prior to and immediately following each period of silence so that the processing that needs to occur is completed (Stahl, 1994). Wait time is especially important for second-language learners who may need to translate the question, formulate an answer, translate the answer and finally respond.

Tips for Using Questioning Effectively

The art of questioning is central to the practice of teaching (Fisher & Frey, 2007).

Explain to students your reason for questioning. Students can misunderstand the reason a teacher asks questions. They may view questioning as a way to evaluate and control their thinking. Teachers need to explain that questions are used to engage them in classroom discussions, provide opportunities for different types of thinking, deepen their own learning and provide opportunities for the teacher to clarify information.

Pre-plan questions you will ask. Teachers need to plan for the use of purposeful questions. Purposeful questions are aligned to the instructional goals of the lesson and support student learning. In this planning process, teachers should also consider how questions will be scaffolded and sequenced.

Utilize a variety of questions. Questions should be asked that require a range of thinking skills. By utilizing a tool such as Bloom' Taxonomy, teachers can ensure that questions asked support the range of knowledge and understanding required for students to master a specific skill.

Word questions clearly. Poor wording and rapid-fire questions can result in student confusion. When planning questions, teachers need to utilize language and vocabulary with which students are familiar and the academic vocabulary associated with the content being studied. When teachers plan in advance and identify what they need or would want to hear in students' responses to assess their understanding, they are able to word their questions more clearly.

Provide appropriate wait time. Once questions have been asked, students need time to process the question and develop their response. While students may be able to more quickly formulate responses to questions that are strictly recall or on the knowledge level, questions that require students to apply higher thinking skills require additional processing time.

Solicit responses from a variety of students in a variety of ways. Once questions have been planned, teachers need to decide on the format for soliciting students' responses. Teachers need to consider how they will hold all students accountable for formulating responses. They may choose between choral responses, pair or group responses, and individual responses, alternating between volunteers and non-volunteers.

Provide opportunities for students to generate questions. As teachers plan lessons, opportunities for students to generate questions need to be provided. In order for students to understand how to develop clear and appropriate questions, teachers need to model this process through their own questioning of students and through the modeling of their own thinking.

Example of Effective Practices

Seventh-Grade Science. During a study of photosynthesis and respiration in plants, a seventh- grade science teacher asks a series of questions that are scaffolded across various levels of Bloom's Taxonomy. The questions begin with basic recall of terms related to the parts of plants, their location in the plant cell and their function. As students are questioned, the teacher randomly calls on students through the use of a numbering system. As questions become more challenging, and students are asked to compare and contrast the two processes and evaluate symbols that represent the processes, the teacher requires students to write their responses prior to sharing them with a partner. As students write, wait time is provided for each student to process the question and develop a response. The writing and sharing of responses holds each student accountable to formulate a response and explain their thinking to someone

else. The lesson concludes with students creating their own symbols for how photosynthesis and respiration in plants are connected. As students share their symbols with one another, their classmates create questions to ask about why they created the specific symbol and how it relates to the two processes.

Example of Ineffective Practices

Elementary Literacy. Fifth graders are reading *The Lion, the Witch, and the Wardrobe.* As students take turns reading aloud, the teacher asks numerous questions related to the setting and characters of the story. Students are also asked to make predictions and draw conclusions about events in the story. The questions asked address multiple skills and are on multiple levels. All questions are answered by student volunteers. When a student does not volunteer or provides an incorrect response, the teacher answers his own question or moves on to another student without providing clarification or correcting misunderstandings.

Reflection Questions

- How will I decide on the types and frequency of questions I will ask during a lesson?
- Why is it important for teachers to sequence questions from lower to higher levels of Blooms?
- How will I provide opportunities for all students to respond to questions?
- How will I hold students accountable to formulate responses to questions?
- What type responses am I anticipating from students?
- At what points in the lesson, will it be important for me to ask questions?
- Are there some questions I have planned that will require additional wait time for students to formulate responses?
- How will I provide for wait time during a lesson?
- How will I teach students to provide wait time for each other?
- How will I differentiate questioning techniques for ELL students?

- How will I provide opportunities for students to generate questions?

I.5—Checks for **Understanding in Varied Ways** Throughout Lesson

For teachers to know how their students are progressing towards learning goals, to know when to administer summative assessments, to know how to make instructional decisions, and how to differentiate instruction, they **MUST** be checking for understanding throughout a lesson and unit of study.

When teachers vary the product or performance they are using to assess a given learning objective, they are affording students various ways of demonstrating what they have learned from the lesson or unit (Anderson, 2007; Nunley, 2006). Checking for understanding in varied ways is meant to allow students to show what they learned based on their learning preferences, interests and strengths. .

Tips for Developing Checks for Understanding

When planning for how student understanding will be checked, teachers must be able to articulate to themselves and to the students what mastery looks like and sounds like.

- What do I need to hear students say?
- What do I need to see students do?
- What vocabulary do I need to hear and see students use?

As student understanding is checked, teachers must reflect on the following questions:

- What are my students' strengths and needs relative to the learning objective and standards?
- Where am I seeing improvement?
- What does the student work or responses mean for my next instructional decisions?

Reflection Questions

- What criteria will I use in developing or selecting assessments for my lesson?
- What types of assessments will I use to monitor student learning?
- At what points in the lesson, will I check for student understanding?
- How will I vary the methods I use to check for student understanding?
- How will I modify the checks for understanding in order to accommodate the needs and interests of individual students?
- How will I use the results of the assessment(s) to guide future instructional decisions?

I.6—Uses **Technology and Digital Resources Appropriately** to Enhance Student Learning

When applying this indicator, observers need to analyze evidence for the purposeful use of technology that enhances student learning, not just merely the use of technology. If technology is not used, the observer must analyze evidence and determine if the lack of technology negatively impacted student learning. If the lack of technology did not negatively impact student learning, the observer may assign a score of N/A. (I like the clarification in this paragraph but would remove the sentences in the header.)

The traditional definition of literacy is the ability to read and write. With the rapid development of new technologies, the nature of literacy is rapidly changing. Thus in addition to reading and writing, the current definition of literacy also includes the ability to learn, comprehend, and interact with technology in a meaningful way (Coiro, 2003).

For students to interact with technology in a meaningful way, teachers and students should utilize technology for the purpose of enhancing student learning. There is no value in just having access to technology or using technology for the sake of "technology". What is important is the purposefulness with which it is used. Technology can be a valuable instructional tool to meet students' various learning styles and academic and language needs.

Examples of Effective Practices

Elementary Science. Kindergarteners are studying different types of animals. To help students understand how animals live in a zoo, the teacher takes students on a virtual field trip. As students go on the "field trip" the teacher has them identify animals that live in a zoo. At the conclusion of the "field trip," the teacher and students make predictions about the animals they will see when they visit a local zoo.

Middle-School Social Sciences. During a study of World War I, a middle-school history teacher plays music of the time period using a CD or web site of World War I songs. Students analyze the lyrics for how they communicate the emotions of the soldiers and families at home. This analysis is used by students to explain what life was like on the home front during World War I.

Example of Ineffective Practices

Elementary Mathematics. Fourth-grade math students are conducting a study of geometric shapes. Following the teacher's direct instruction on polygons, students engage in various center activities. One of the centers is the "Computer Center" at which students play a game requiring them to solve simple one-digit addition problems. As they answer problems correctly, they are able to attack space creatures. The task is below the academic level of students and a learning goal for the center is not communicated to student. Consequently, the teacher is unable to assess students' progress towards a learning objective and students are unaware of the learning expectations for the task in which they are engaged.

Example of Practices for which Indicator Is Not Applicable

Middle-School Literacy. Sixth-grade students are learning about the use of figurative language. Students are specifically learning how to identify similes and metaphors in poetry and how their use helps readers visualize Using a poem written on chart paper, the teacher models how she identifies similes and metaphors. As she models, she color codes the two types of figurative language and shares with students the visual image each example provides for her. After modeling the first two stanzas of the poem, she has students help her with the next two stanzas. Students then read the rest of the poem with a partner, color coding each simile and metaphor identified and sharing the mental image each provides for them. After working with partners, individual students are asked to mark the similes and metaphors identified on the copy of the poem displayed on chart paper, and share the images they visualized as they read the poem.

In this scenario, technology was not utilized. However, the lack of this tool did not negatively impact students from meeting the learning objective. Although the poem could have been displayed using technology, the use of chart paper allowed the teacher to model her own thinking, color code for students, and have students share their responses.

Reflection Questions

- How could the use of technology in this lesson enhance student learning and engagement?
- How will I provide opportunities for students to use technology?
- What would be the best technology tool for teaching the lesson concept?
- How will I support students who may need assistance in using the technology available?

Differentiation

I.7—Is Proactive in ***Planning for and Addressing All Students' Needs***

*I.8—****Differentiates Instruction*** *According to Students'* ***Levels of Language Proficiency***

I.7—Is Proactive in **Planning for and Addressing All Students' Needs**

Differentiation means starting where students are rather than adopting a standardized approach to teaching that seems to presume that all learners of a given age or grade are essentially alike. Thus, differentiated instruction is "responsive" teaching rather than "one-size-fits-all" teaching. Teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible (Tomlinson, 2003, p. 151).

Based on this knowledge, differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Differentiation requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Differentiation may be based on students' interests, readiness levels, learning styles, gender, and culture.

Differentiation is not an instructional strategy by itself; it is a climate of learning created in a classroom by using best practices in teaching, learning, and lesson design. According to the authors of differentiated instruction, several key elements guide differentiation in the education environment. Tomlinson (2001) identifies three elements of the curriculum that can be differentiated: Content, Process, and Products.

1. Content is "what" the teacher plans to teach and what the student should know, understand, and be able to do as a result of a lesson or unit.
2. Process is "how" the teacher plans to deliver instruction and the activities in which the student engages in order to make sense of or to master the content.
3. Product is "assessment" of the content, or the vehicle through which a student shows, applies, or extends what he or she has come to understand and can do as a result of a lesson or a unit.

Differentiation of Content

Differentiation of content and instruction is student-aware teaching. It is guided by the premise that schools should maximize student potential, not simply bring students to an externally established norm on a test. To grow as much and as rapidly as possible, students must not only learn essential content, but also increasingly take charge of their own lives as learners.

Differentiation calls for teachers to have clear learning goals that are rooted in content standards, but crafted to ensure student engagement and understanding. Thus, differentiation also proposes that teachers must know their students. Further, differentiation calls on teachers to monitor vigilantly student proximity to content goals throughout a learning cycle. The teacher needs to recognize what each student knows and is able to do at a given moment.

Differentiated content adopts the concept of "readiness." That is, the difficulty of skills taught should be slightly in advance of the child's current level of mastery. Psychologists tell us that a student learns only when a task is slightly too hard. When a student can do work with little effort, and virtually independently, that student is not learning, but rather rehearsing the known. When a student finds a task beyond his or her reach, frustration—not learning—is the result. Only when a task is slightly beyond the student's comfort level, and the student finds a support system to bridge the gap, does learning occur. This theory is grounded in the work of Lev Vygotsky (1978) and the zone of proximal development (ZPD), the range at which learning takes place. The classroom research by Fisher, et al. (1980) strongly supports the ZPD concept. The researchers found that, in classrooms where individuals were performing at a level of about 80% accuracy, students learned more and felt better about themselves and the subject area under study (Fisher, 1980 in Tomlinson, 2000).

Examples of ways teachers *may* differentiate content

- Variety—Extending ideas and content areas beyond the regular curriculum.
- Flexible pacing—Allowing individual characteristics to determine the pace of students' progress through the content.
- Use of more advanced or complex concepts and materials—Posing more challenging questions or presenting situations that force the learner to deal with the intricacies of the content.
- Use of abstractions—Going beyond the facts and the obvious to the conceptual framework, underlying ideas, symbolism, and hidden meaning of the content.

Differentiation of Process

Differentiating by process refers to how a student comes to understand and assimilate facts, concepts, and skills (Anderson, 2007). **Process** differentiation is evidenced through the presentation of content and the use of diverse activities, the questions asked, as well as varying teaching methods and thinking skills to meet student interests or preferences for learning. Differentiation of process recognizes the many learning styles within any group of students.

According to Carol Ann Tomlinson (1999), we can recognize differentiated instruction through a variety of classroom characteristics:

- Teachers begin where the students are.
- Teachers engage students in instruction through different learning modalities.
- Teachers provide specific ways for each individual to learn.
- Teachers use classroom time flexibly.

O'Neil (1990) notes that teaching, in terms of individual learning styles, emphasizes the positive: understanding a student's learning style puts the focus on that student's strengths, rather than on his or her "weaknesses."

When teachers discover students' strengths and plan instruction accordingly, teachers are able to tap into students' areas of greatest comfort, confidence, and passion. Differentiating instruction, based on what teachers know about their students, can have a positive impact on student learning and engagement.

Examples of ways teachers *may* differentiate process

- Give students a choice in tasks, as long as each task accomplishes the same purpose. For example, when studying techniques of painting with pastels, allow students the choice of composition to apply those techniques.
- Extend concepts for students who already have a grasp of the basic concept.
- Provide leveled text that contains the same key/essential information.
- Allow students to provide symbolic representations of their knowledge.
- Scaffolding questions—Formulate questions based on students' interests, readiness, and knowledge of the content or skill.
- Active exploration—Provide opportunities for movement and learner-driven exploration.
- Flexible grouping—Assign students to like groups. Students could have a choice to work in pairs, groups, or individually, but all students should be working toward the same standards and objectives designed to enhance the learning.
- Groups may be homogeneous or heterogeneous.

Reflection Questions

- How will I identify students' interests, learning styles, and academic readiness in order to differentiate?
- How will I plan for a variety of instructional methods during the lesson?
- How will I accommodate auditory, visual, and kinesthetic learners?
- What questions will I need to develop, based on knowledge of students and the learning objective?
- How will I provide opportunities for students to make choices?
- How will I use my knowledge of students to develop appropriate grouping arrangements?
- How will I support students in identifying how they learn best?

I.8 (ELA-E, ELA-S)—**Differentiates Instruction** According to Students' **Levels of Language Proficiency**

Students who are English language learners come to class with a wide variety of backgrounds, circumstances, and experiences that can impact their level of language proficiency. In order to meet the diverse needs of these students, teachers in ELA-A and ELA-S classes must plan instruction, learning activities, and assessments that are differentiated and modified based on the needs of the students.

Differentiated instruction is well organized and well planned and addresses not only different ability levels, but also different needs, interests, and strengths of the learners. Differentiation of instruction allows for whole group instruction, heterogeneous small group cooperative work, and individual instruction. It allows the teacher to create student-centered learning experiences that focus on varied approaches to content, process, and product. In addition, it provides for ongoing, embedded, authentic assessment of students' skills, interests, and learning styles (Tomlinson, 2005).

In content area classrooms in which students are progressing toward proficiency in the English language, sheltered instruction is an approach to differentiation that makes grade-level academic content (e.g., science, social studies, math) more accessible for ELLs, while at the same time promoting their English language development. The dual goals of sheltered instruction are to provide access to mainstream, grade-level content and to promote the development of English language proficiency.

Within each sheltered lesson, teachers ensure that students have sufficient background knowledge to access new curriculum material. Teachers modify their speech and, when necessary and feasible, content text so that English language learners can grasp important content concepts, facts, and skills. Teachers explicitly teach learning strategies—from teacher-centered to peer-supported to student centered—so that students develop a toolkit for accomplishing difficult learning tasks. Teachers also provide ample

opportunities for students to interact in the target language through listening, speaking, reading, and writing tasks that are meaningful to them and aligned to the lesson objectives.

Another way to differentiate instruction for English language learners is through scaffolded instruction. Students are provided a variety of verbal and academic supports, from both teacher and more proficient peers, so they are able to meaningfully engage in content area learning and acquire the necessary language and academic skills necessary for independent learning. Successful scaffolding includes a variety of components: First, teachers must provide continuity in the classroom. Teachers present tasks that are repeated throughout instructional sequences with variations and that are interconnected to each other and the curriculum. Second, teachers must also provide support from context. Students should be encouraged to explore topics in a risk-free learning environment and be provided with a variety of ways to meet learning goals and objectives. Finally, teachers must create learning contexts in which learners increase their level of independence as their skills and confidence increase (DelliCarpini, 2006).

There are a variety of strategies teachers may utilize to meet the diverse needs of ELA students. Examples of these may be:

- **Advance organization—**Provide time for students to preview the main ideas and concepts of the material, often by skimming the text for the organizational pattern
- **Advance preparation—**Students rehearse the language needed for an oral or written task prior to reading aloud
- **Categorizing—**Grouping vocabulary or concepts according to their attributes or similar meanings and themes can help students connect ideas and concepts across disciplines and lessons.
- **Note taking—**Writing down key words and concepts in abbreviated verbal, graphic or numerical form during a listening, reading or viewing activity
- **Questioning for clarification—**Eliciting additional explanation, rephrasing, examples or verification provided by a teacher or peer

(Adapted from The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach, Addison-Wesley, 1994)

Examples of Effective Practices

Science. *Lesson Objectives:* Students will be able to explain why coral reefs are becoming fragile (learning objective). Students will read information about coral reefs and summarize their findings in writing. (language objective).

Prior to reading, the teacher shows students various pictures, or videos, of coral reefs in order to build background knowledge. The teacher has previewed the text students will read and incorporates language from the text in oral descriptions of the reefs. The teacher and students then read a paragraph from a selection on coral reefs and identify vocabulary that is most important to understanding the text. Students are provided highlighters for marking the words identified. Working together, the teacher and students utilize as many of the words as they can to summarize what they have read. As this process is repeated, the teacher gradually releases responsibility for development of the summaries to the students through the use of guided instruction and collaborative partners. Working with partners, students utilize the summaries they have written to compose a final summary that addresses the learning objective. As students complete the final summary, the teacher models how to compose a topic and concluding sentence. Students also create illustrations for their summaries that incorporate labels using vocabulary from the text. Students have had opportunities to acquire content knowledge and vocabulary through visual aids, oral language, and peer collaboration.

History. During a unit on World War I, students learn events that led to the war. The teacher differentiates assignments based on students' level of language function. A student who is just beginning to learn English reproduces historical events from labeled timelines. A student with developing skills makes entries of related sentences (e.g., in journals or logs) based on timelines or visually supported text. A student who has been able to bridge the gap between his native language and English produces reports by summarizing information from multiple resources.

Reflection Questions

- How will I assess the language proficiency levels of my English language learners?
- How will I support language development within the content students are learning?
- What are appropriate tools for assessing student learning based on the lesson objective and students' needs?
- How will I use grouping strategies that support student content and language development?
- What resources will students need in order to access the content?
- How will I develop background knowledge for the students?

Masterful Content Knowledge

***I.9**—Demonstrates **Deep Knowledge of Content Area** and Relevant Standards*

I.10 (ELA-E, ELA-S)**—Develops **English Language Proficiency** through Instruction Focused on **Language Functions and Forms

***I.11 (ELA-S)—Uses Native Language Instruction** to Develop Strong Content Knowledge in L1 (This References Lessons Taught in Spanish, NOT English)*

*I.9—Demonstrates **Deep Knowledge of Content Area** and Relevant Standards*

Effective teachers utilize their depth of content knowledge and an array of instructional strategies to lead students to connect what they are learning to other concepts and skills. This enhances students' understanding and provides additional relevance and context to what's being taught. Research shows that, "… students should consistently experience curricula rooted in the important ideas of a discipline that requires them to make meaning of information and think at high levels" (Tomlinson & McTighe, 2006, p. 84).

Examples of Effective Practices

American History. Students in an American History class have been studying the causes and effects of the Vietnam War. Two of the key concepts the teacher hopes to drive home are the lasting effects of imperialism and the desire of nations to be independent. The teacher is aware that her students will connect with the material in more meaningful ways if she is able to make it relevant to their lives. In order to help her students place the turmoil of the Vietnam War into perspective, she has the students compare and contrast the causes of the Vietnam War to both the American Revolution and the war in Iraq. She knows that students are much more familiar with those two wars and will draw upon that knowledge to help them understand the complex string of events that led to the Vietnam War. These connections help make learning relevant and support students in understanding concepts being taught.

Science. When measuring or creating graphs in science, a teacher makes connections to math with an emphasis on the vocabulary students are learning such as x and y axis, slope, types of graphs, data, increase, decrease, climb, and drop. In this way students apply concepts and vocabulary from math to how they can be used to analyze data in science.

Literature. In literature classes, students read historical fiction novels in order to make connections to what they are studying in social studies. Students create a timeline of historical events and famous writers of the

time period to make connections between the two disciplines. Interdisciplinary connections may also be made in art and music to help students understand how historical events, such as a war, the Civil Rights Movement, or the Great Depression impacted art and music of the time. By incorporating resources from a variety of disciplines, students are able to relate concepts and understand how art and culture impacts history and how history impacts art and culture.

Accounting I—Knowledge of Prerequisite Skills. Students in a high-school Accounting I class are learning to create a balance sheet. The teacher breaks down the concept of a balance sheet into the components of assets, liabilities, and owner's equity. He models the completion of each component of the balance sheet using appropriate software and displays his work on a SMARTBOARD. Students are able to master each aspect of a balance bheet as they develop their own example.

Fourth-Grade Literacy—Knowledge of Prerequisite Skills. The learning objective for a fourth-grade lesson is, "Students will be able to identify similes and metaphors in a poem and explain how the poet's use of figurative language impacts the reader." Prior to students reading the selected poem, the teacher reviews the definitions of similes and metaphors. She displays sentence strips and has students identify the statements as either similes or metaphors. As students use thumb signals to respond, she has them identify the two things being compared and explain the mental image the simile or metaphor evokes. After reviewing the prerequisite skills and checking for student understanding, the teacher introduces the poem that students will read. Before students begin their work with a partner, the teacher models how she identified similes and metaphors in the first two stanzas.

Example of Ineffective Practices

Math. Students are learning how to compare fractions. The teacher reads two pages in the math textbook and provides one example before instructing students to complete problems in the book. Students are told to refer to the examples in the book if they have questions or they can ask another student. The teacher does not adjust instruction or provide alternate examples when students appear confused. Resources beyond the text are not utilized and vocabulary associated with the skill is not explicitly taught or utilized by the teacher or students. As students complete the problems in the textbook, the teacher circulates to monitor behavior and completion of the task, as opposed to understanding of the math skill.

Reflection Questions

- What will I need to do in order to have knowledge of the content I am teaching?
- What terminology will I need to utilize as I teach the content?
- How will I ensure students are able to utilize specific terminology associated with the content?
- What prerequisite skills will I need to ensure that my students possess prior to teaching the lesson?
- How will I review necessary prerequisite skills?
- What resources will I use to most effectively teach the content?
- How will I make connections between the content of a lesson and previously taught concepts or skills?

*I.10 (ELA-E, ELA-S)—Develops **English Language Proficiency** through Instruction Focused on **Language Functions and Forms***

English language learners need to understand both the function and form of the English language in order to learn academic language associated with academic content and cognitive processes. Consequently, teachers need to analyze the concepts and skills required for a lesson and identify the language function and form needed to develop appropriate content. Language objectives should incorporate the appropriate functions and forms of language. Students must then be provided opportunities to practice the application of language fluency, using the appropriate forms of language for the specific function.

Examples of Effective Practices

Retelling Stories Using Sequencing Words. Students are to retell a story using sequencing words such as first, next, then, and last and past tense verbs.

The teacher models an example using a familiar text, *Goldilocks and the Three Bears*. As she models, she references a visual of the retell in which the sequencing words are written in a different color in order to accent them. Following her example, the teacher and students work together to create a retelling of a story recently read in class. As they create the retell, the teacher references the colored sequencing words she used as a reminder of the language students are to use. As students work independently to create their own retell, they are reminded to check for use of each sequencing word.

Science. After students have learned the parts of plant and animal cells, they are expected to compare and contrast the organelles located in the two types of cells. The lesson objective is, "Students will compare and contrast organelles found in plant and animal cells through writing, using appropriate conjunctions (but, however, and, because). The meanings of compare and contrast are reviewed, and students are supported in creating a Venn diagram prior to completing the written assignment. As the teacher models creation of a Venn diagram, she provides sentence explanations for her placement of an organelle on the diagram that include a conjunction students are expected to utilize.

Examples of Language Functions and Forms

Function	Form
Describing people, places, and things	Nouns, pronouns, and adjectives
Retelling/relating past events	Past tense verbs, perfect aspect (present and past)
Making predictions	Verbs: future tense, conditional mode
Comparing	Adjectives and conjunctions, comparatives, superlatives, adverbs
Sequencing	Adverbs of time, relative clauses, subordinate conjunctions

The language forms are the tools necessary for discourse, for reading and writing, for using complex language, and for engaging in cognitive processes. Knowledge of word usage along with a rich and varied vocabulary are critically important of language proficiency and essential to academic success. (Dutro & Moran, 2003). A way to support students language development is through the use of graphic organizers.

An advance organizer is information that is presented prior to learning and that can be used by the learner to organize and interpret new incoming information (Mayer, 2003). Giving students a diagram before listening to a passage leads to better retention of material. Recall of conceptual information in the lesson can be enhanced (Mayer, 2003).

Advance organizers are used to provide support for new information. They can help students identify what is important in the new material they will learn, build relationships among ideas that will be presented, and review previously learned information.

The purpose of advance organizers is to enhance students' ability to retrieve, use, and organize what they already know about a topic. They help students connect what they already know to what they need to know. Students are able to use their background knowledge to learn new information.

- Advance organizers help ELL students use their personal experiences and content knowledge to learn new information.
- Organizing information visually helps students remember what they see and hear
- Advance organizers help ELL students acquire and integrate content into a new language.

Using Sentence Stems to Develop Academic Vocabulary

For both native English speakers and second-language learners, learning academic uses of language is a lifelong endeavor. Any time we enter a new field or domain, there are new areas of academic language to master and academic language is continually developed throughout our lives. Though much vocabulary and syntax may be acquired through informal interaction, the range of academic language skills—which includes the linguistic structures used to summarize; analyze; evaluate; combine sentences; compose and write text; interpret graphs, charts, and word problems; and extract information from texts (Wong, Fillmore and Snow, 2000, Scarcella, 1996)—must not be left to chance encounters. It must be continuously developed and explicitly taught across all subject areas.

Structured language practice provides opportunities for students to orally practice using academic language to express language functions. Structured language to introduce and practice content vocabulary and language functions or structures will not only enhance students' comprehension, but will also build necessary language skills and vocabulary to increase students' content knowledge (Donnelly & Roe, 2010). Sentence stems are an effective way to scaffold language development for English language learners. Instead of requiring students to start from scratch to create context, meaning, and syntax simultaneously in one sentence, sentence stems serve to isolate meaning. As a support, academic language associated with the concept may be written in a different font or color. Examples of sentence stems:

- "The *main idea* is _____."
- "The *text features* include _____"

- Three reasons people *migrated* from _____ to _____ were _____.
- A _____ is a *polygon* because _____.
- _____ and _____ are types of *transportation.*

When teaching new vocabulary, sentence stems may be used to support students in understanding and applying new words. For example:

- My mom will **panic** if _____.
- I felt **frustrated** when _____.
- A **humongous** animal is a _____.
- Sentence stems may also be used for students to communicate with classmates and with the teacher.
- "I learned _____ *about* _____." *It is important because* _____."
- *"My partner and I agreed that* _____."

Reflection Questions

- What will I need to develop for an effective model of the language objective?
- How can I assist students in making connections and seeing relationships between L1 and L2?
- How will I address each student's proficiency level with language acquisition?
- How will I provide opportunities for student collaboration?
- How will I develop advanced organizers that can support student learning?
- What sentence stems will need to be developed and modeled for students' use?

I.11 (ELA-S)—Uses Native Language Instruction to Develop Strong Content Knowledge in L1 (This References Lessons Taught in Spanish, NOT English)

Teachers of ELA-S classes develop students' concepts, skills, and academic language by providing instruction in Spanish. Research reveals that:

- Supporting literacy and language skills in the first language provides a base for successful literacy development in the second language (Snow, Burns, & Griffin, 1998).
- Teachers of Spanish-speaking students who are learning English found that common visual language is effective in enabling students to transfer their patterns of thinking from Spanish into English (Hyerle 1996).
- Modifying the language of test questions (e.g., avoiding jargon or unnecessarily complex sentence construction) can increase ELL performance by up to 20 percent (Abedi & Dietel, 2004).

Scaffolding is a temporary support for learning that provides assistance for all phases of instruction and practice. It occurs when teachers provide supports for students to acquire meaning. This may be done through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning, and hands-on learning. One way to scaffold instruction for English language learners is to differentiate learning tasks and materials and provide a variety of verbal and academic supports—from both teacher and more

proficient peers—so that students are able to meaningfully engage in content-area learning and acquire the necessary language and academic skills needed for independent learning. Successful scaffolding includes a variety of components:

- **Teachers provide continuity in learning.** Tasks are repeated throughout the instructional process and are interconnected to each other and the curriculum.
- **Teachers provide support from context.** Students should be encouraged to explore topics in a risk-free learning environment and be provided with a variety of ways to meet learning goals and objectives.
- **Teachers create learning contexts in which learners become increasingly independent as their skills and confidence increase.** Repetition of tasks will support students in being able to take over portions of the task and become independent learners.

Reflection Questions

- How will I ensure that students have sufficient supports in their native language?
- What Spanish resources and materials will students need to utilize in order to learn content and vocabulary?
- What anchor charts will the students and I need to develop?
- How will I provide opportunities for students to read, write, and speak in Spanish?
- How will I model use of scaffolds and resources that will lead to students' independent use?

Academic Language Development

I.12—**Promotes Students' Active and Appropriate **Use of Academic Language

I.13—**Ensures **Content Is Accessible for ELLs

I.12—Promotes Students' Active and Appropriate **Use of Academic Language**

Academic language is the language used in textbooks and assessments. It is the language or vocabulary associated with concepts, skills, and content taught in classrooms. It is also the language of formal communication. For students to be able to comprehend the teacher's instruction, discuss what is being learned, communicate their ideas, read for different purposes, and write about their learning, they need to understand and be able to use academic language (Scarcella, 2003).

Research shows that students' knowledge and use of academic language is directly related to their attainment of content knowledge and comprehension. Therefore, it is critical for students to possess a deep understanding of academic language in order to understand the concepts they are expected to master as outlined in the content standards (Stahl & Fairbanks, 1986).

Examples of academic language in mathematics may be: equation, fraction, exponent, and monomial. Often mathematical terms have multiple meanings leading to confusion (i.e., square, coordinate, degree). Examples of academic language in language arts may be: text, main idea, inference, prediction, and comprehend. Examples of academic language in assessments may be: explain, describe, justify, and determine.

Vocabulary teaching should concentrate on the words that provide students with a language that goes across disciplines and is critical for acquiring knowledge and developing effective communication skills.

How can teachers promote students' use of academic language?

- Identify the structure and genre of the text that will be utilized and the vocabulary needed to comprehend the text. (e.g., a lab report for chemistry requires different academic structure and language than a newspaper article for social studies or a novel for language arts).

- Provide explicit instruction and analysis of the text to support students' comprehension of the text (e.g., teaching students how to deconstruct a word problem in algebra requires different academic language than deconstructing a poem in language arts or a proof in geometry).
- Provide scaffolded instruction on the use of academic language both orally and visually (e.g., display vocabulary that students will need to understand and utilize; provide graphics to support vocabulary meaning; incorporate academic language during direct instruction; provide sentence stems that include the academic language of the concept or skill being taught).
- Establish expectations for accountable talk students will use during student-to-student interactions and collaborative work (e.g., "Today when you explain your answers to a word problem, I expect to hear _____.").

Examples of Effective Practices

Second Grade. Students in a second-grade classroom are creating landforms from clay or through illustrations. Prior to students working independently, the teacher models how he illustrated a landform based on its attributes. In his model, he uses the sentence stem, "The landform I illustrated is a _____ because a _____ is _____.". For example, "The landform I illustrated is a ***peninsula*** because *a* ***peninsula*** is ***surrounded by water on three sides***. His explanation includes the academic language associated with a peninsula, as well as the language needed to explain his illustration. As he circulates during students' independent work, he continually questions students about their creation or illustration and uses prompts to support them in using the academic language modeled.

Physical Education. A physical education teacher is conducting a unit on basketball. As he models skills needed to play the game, he labels each skill, using the academic language associated with basketball (e.g., dribble, pass, guard, foul shot, defense, offense, block). In this way, students learn not only how to play the game, but the terminology needed to label what they are doing. As students observe their peers playing a game, they use the language modeled by the teacher to provide feedback to their classmates. When students use everyday language instead of language associated with basketball, such as *bounce* instead of *dribble*, the teacher prompts them to use the correct terms.

Example of Ineffective Practices

Adding Fractions. During a lesson on adding fractions, the teacher demonstrates how to add fractions with like denominators. As she demonstrates, she interchangeably uses the terms numerator and denominator with top and bottom numbers. Other academic language associated with fractions such as one-half, one-fourth, and mixed numbers is used inconsistently. Consequently, as students solve addition problems with fractions, they are heard labeling the numerators as the "top numbers" and the denominators as the "bottom numbers." Some students correctly label the fraction "1/2," but others are heard labeling it as "1 over 2." When students are asked to explain their thinking, they struggle in using appropriate academic terminology and rationale for their responses.

Reflection Questions

- What is the academic language associated with the unit of study and final assessment?
- What is the academic language I will need to hear students use during the lesson?
- How will I explicitly share this expectation of language to be used (sentence stem, etc.)?

- How will I orally and visually teach the vocabulary for the lesson?
- What collaborative strategies will be appropriate for the lesson?
- How will I ensure students have opportunities to use vocabulary orally and in writing?
- How will I communicate my expectations for language usage to students?

I.13—Ensures **Content Is Accessible for ELLs**

For English language learners to have access to content, teachers need to provide instruction that consistently includes oral and written language associated with the concepts being taught. The World-Class Instructional Design and Assessment Consortium (WIDA) recognizes the following as guiding principles of language development in ELL students.

Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language (Escamilla & Hopewell, 2010; Gottlieb, Katz, & Ernst-Slavit, 2009; Tabors,2008; Espinosa, 2009; August & Shanahan, 2006; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Snow, 2005; Genesee, Paradis, & Crago, 2004; August & Shanahan, 2006; Riches & Genesee, 2006; Gottlieb, 2003; Schleppegrell & Colombi, 2002; Lindholm & Molina, 2000; Pardo & Tinajero, 1993).

Students learn language and culture through meaningful use and interaction (Brown, 2007; Garcia & Hamayan, 2006; Garcia, 2005; Kramsch, 2003; Díaz-Rico & Weed, 1995; Halliday & Hasan, 1989; Damen, 1987).

Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways (Gottlieb & Hamayan, 2007; Spolsky, 1989; Vygotsky, 1962).

Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency (Gottlieb, Katz, & Ernst-Slavit, 2009; Gibbons, 2002,2009; Vygotsky, 1962).

Ways Teachers *May* Provide Support for English Language Learners

- Pair a student with a peer who is more proficient in translating from his/her native language to English.
- Provide texts and vocabulary words in both languages.
- Allow ELLs to speak and write in their native language as needed.
- Provide audio versions of texts.
- Include books in students' native languages in the classroom library.

As students engage in lesson tasks, they should have access to a variety of resources to support their learning, such as manipulatives, picture cards, graphic organizers, and culturally diverse texts on a variety of topics. Visuals such as anchor charts, graphic organizers, and word walls with graphics should support student learning and language development.

Middle-School Social Studies. In a social-studies classroom, middle-school students are analyzing and predicting changes in population. The teacher reviews previously taught vocabulary such as population

shift, growth, decline, and trend. He also reviews the academic language students will need when communicating their predictions such as *may, might, probably, likely to* and comparative adjectives. Prior to students working with partners, the teacher models his analysis of population graphs for several US cities. As he models, he continually uses language associated with graphs such as, x-axis, y-axis, peak, rise, and fall. He also uses word cards to label parts of the graph. The questions he asks himself during his model are visually displayed on a chart for students to reference as they complete the assignment. These supports provide oral and written terms students are expected to use, as well as clear explanations of the teacher's performance exceptions. As students work with partners, the teacher circulates to question and prompt students on their analysis and predictions. As needed, he prompts students to refer to the questions he asked during his model and the graphs displayed in the classroom. A clipboard is used to record his observations of student understanding so he can make instructional decisions based on student needs. A variety of instructional strategies to support student access to the content have been utilized (e.g., teacher modeling, grouping, visual supports, prompts,

Descriptive Writing. Students in a language arts class are beginning a unit on descriptive writing. Prior to students beginning their writing, the teacher provides opportunities for students to learn and use descriptive words to describe a classmate. Sentence stems with a word bank are provided for student use. Beside the word bank provided, picture cards are placed to support students in understanding the language. Prior to students observing their classmates, the teacher demonstrates how to write descriptive sentences and labels the parts of speech in her sentences. Each time she uses an adjective, she writes it in a different color from other words in the sentence so students can easily identify the descriptive words used. Students write three sentences about their partners before sharing their descriptions orally with one another.

High-School Literature. During a novel study of *Catcher in the Rye*, students are expected to define and explain J. D. Salinger's use of slang. As students read the novel, they create a table of slang vocabulary or phrases they encounter in the text. Students are placed in groups of three and assigned an example of slang used by the author. As needed, students are provided translations in their native language of the slang phrase or word; pictorial examples of the phrase or word; and/or instruction on the use of context clues. Members of the group record their own definition of the slang word or phrases in a vocabulary journal for *Catcher in the Rye* and create a way to explain its meaning to their peers. Students may use illustrations, skits, or words for this assignment.

Reflection Questions

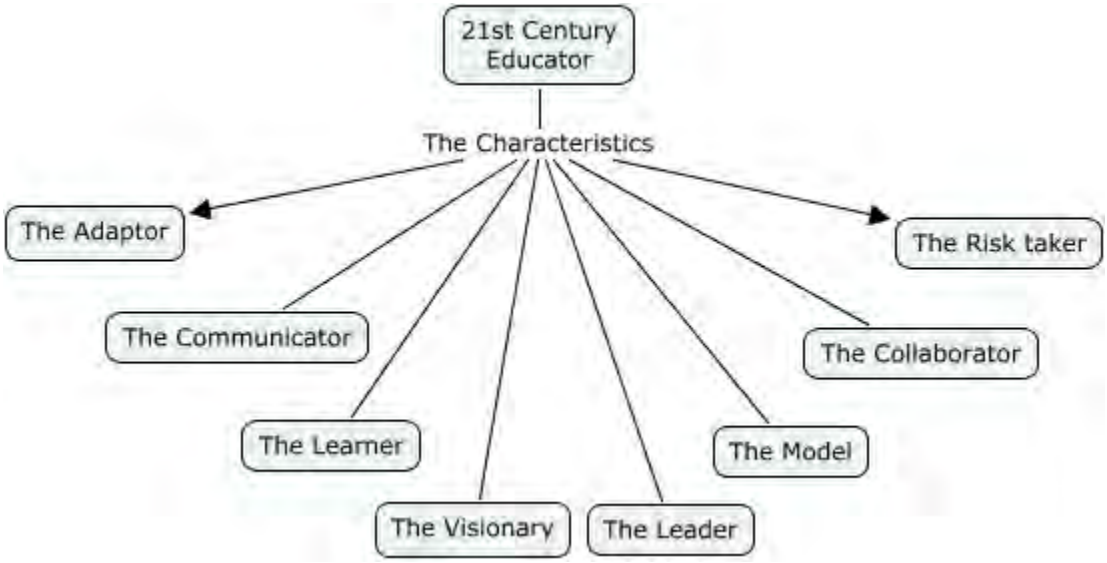
- What do I know about the academic needs and language development of my ELL students?
- How will I provide supports based on knowledge of my students?
- How will I monitor student understanding throughout the lesson so I know that my ELLs' confusion, if any, is due to content, not language?
- How will I record student progress so I can use it when making future instructional decisions?
- What instructional strategies will be appropriate based on the learning and language objectives for the lesson and the needs of my students?
- How will I segment and sequence the lesson so students have opportunities to meet the objectives?

21st Century Skills

I.14—Provides Opportunities for Creativity/Innovation, Critical Thinking and Problem Solving

I.15—Fosters Communication and Collaboration among Students

In 21st century classrooms, teachers are facilitators of student learning (See characteristics of 21st century educator below). They create environments in which students are free to take risks while developing creativity and problem solving skills. The focus of the 21st century classroom is on students experiencing the environment they will enter as 21st century workers. The collaborative nature of 21st century classrooms supports students in developing higher order thinking skills, effective communication skills, and knowledge of and respect for diverse perspectives.



I.14—Provides Opportunities for Creativity/Innovation, Critical Thinking and Problem Solving

In 21st century classrooms, the focus for student learning is no longer on memorizing and recalling facts, but on synthesizing information and learning how to learn in order to become lifelong learners. Students learn how to utilize and apply information they have gained. Students ask questions and create solutions to diverse and challenging problems connected to real-world situations.

Inherent in lifelong learning is a curiosity about the world and how it works. Curiosity and creativity fuel lifelong learning, as they contribute to the quality of life and the intellectual and emotional health of individuals. Equally important to lifelong learning is risk-taking—without which there would be few quantum leaps in discoveries, inventions, and learning.

Creative thinking is defined as generating new ideas by combining, changing, or reapplying existing ones. Students apply this thinking to create, design, imagine, or suppose something new.

Critical thinking involves analysis, evaluation, and application of concepts and ideas to real-life situations. Explaining of information is a skill that applies to all disciplines and is critical to an informed and educated society. It is a skill students must possess as they prepare to enter the workforce of the 21st century.

I.15—Fosters **Communication** and **Collaboration** among Students

Although cooperative learning, as defined by Johnson and Johnson (1999) has many benefits; the one that is most germane to 21st century classrooms is that it allows students to experience content from multiple perspectives. McVee, Dunsmore, and Gavelek (2005) reviewed the research on the sociolinguistic aspects of knowledge (e.g., schema, development), and note that group interaction not only facilitates knowledge development but also creates awareness. This awareness is difficult, if not impossible, without such interaction.

Teacher decisions about student grouping are based on a number of considerations. Chief among these is suitability to the instructional goals. Most important, the type of instructional group should reflect what a teacher is trying to accomplish and should serve those purposes (Danielson, 1996).

Students may be grouped in many different ways to enhance their level of engagement.

HOW-TO TIPS

Examples of ways teachers *may* group students to enhance their level of engagement

- A single, large group, led by the teacher or another student
- Small groups, either independently, or in an instructional setting with a teacher
- Homogeneous
- Heterogeneous
- Students can choose their own grouping - with partners, in triads, or in other configurations that they or a teacher establish

"… Grouping has benefits for many aspects of teaching. One of those benefits is that it can enhance the processing of new information, because interacting in groups provides students with multiple reference points. It allows each student to see how others process information, and it allows each student to see how others react to his or her processing of information" (Marzano, 2007).

Examples of Effective Practices

Social Studies. Students are learning how the events of September 11, 2001 impacted governmental decisions. The teacher facilities a discussion on the roles and responsibilities of the Department of Homeland Security, which was created immediately after the September 11 attacks, and is charged with the protection of US citizens within our borders.

Students are told that Homeland Security recommends that all citizens prepare an emergency response plan. Working in collaborative groups of four, students explore the elements needed to create an effective plan as outlined on the Homeland Security website. They identify a potential problem within their community or school that would require an emergency response and establish an appropriate plan for the problem.

Upon completion, students present their plans to the appropriate community or school leadership in charge of adopting emergency response plans. Each group member is responsible for presenting a specific aspect of the plan.

Music. Students are learning about jazz music and musicians associated with Harlem. They learn how music unified the community and impacted the culture of Harlem. Students listen to samples of music and analyze elements of jazz and its musicians. Working in collaborative groups, they create a group dance or interpretative movement of a specific song. As a cross-discipline project, students create an original artwork incorporating color, line, and shape that represents emotions found in jazz.

Mathematics. Students are studying geometric shapes. They apply their knowledge of these shapes to various types of architecture and draw conclusions as to why the architect selected the geometric shapes utilized. Based on the conclusions drawn, they design a building or bridge using geometric shapes. They explain their design in a persuasive essay, based on factual evidence and knowledge of geometry.

Literacy. After reading a variety of fairy tales, such as *Rumplestiltskin*, *Hansel and Gretel*, and *Little Red Riding Hood,* students create a list of four elements that define "fairytaleness." They select one of the elements and develop their own fairy tale, incorporating this element. Students explain how fairy tales would be different without this one element.

Reflection Questions

- How will students be required to evaluate or explain diverse perspectives associated with a given problem?
- What opportunities will be provided for students to think creatively?
- How will I communicate/model expectations for collaboration and communication among students?
- How will collaborative student groups be created?
- How will students provide feedback to one another?
- How will students know their individual and group responsibilities?
- How will I hold individual students and groups accountable?

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Glossary

Academic Language	*Academic language* is the language used in textbooks and assessments. It is the language or vocabulary associated with concepts, skills, and content taught in classrooms. It is also the language of formal communication.
Accountable Talk	*Accountable talk* refers to the expectations teachers establish for the ways in which students will communicate their thinking, articulate their reasoning, and listen with purpose to others' ideas.
Advanced Organizers	*Advanced organizers* are organizational frameworks teachers provide to students prior to teaching new content. They are used to prepare students for what they are about to learn.
Anchor Charts	*Anchor charts* are visuals created by the teacher and/or students that can "anchor" students' thinking and remind them of strategies, vocabulary, or previous learning. They are used to support student learning and to make connections between concepts and skills previously studied.
Behavioral Engagement	*Behavioral engagement* focuses on participation. It is evidenced by the students' following of school rules and in class participation (e.g., academic and social) that often involves such student behaviors as effort; persistence; concentration and attention; asking questions; and contributing in class. *Behavioral engagement* involves the "doing" of an activity. (See also *Cognitive Engagement* and *Socio-Emotional Engagement*)
Benchmark Assessments	*Benchmark assessments* are used to measure student learning in relation to a preestablished set of standards. These are normally viewed as summative measures of student learning. However, b*enchmark assessments* can also be formative (i.e., used to monitor student learning and adjust instruction).
Collaboration	*Collaboration* occurs when individuals work together in a cooperative manner for a common purpose or goal (e.g., solve a problem, develop a project, complete a task).
Cognates	*Cognates* are words in two different languages that look the same and have the same meaning. They come from the same root or origin and are spelled similarly.
Cognitive Engagement	*Cognitive engagement* involves effort and self-regulation by the individual focused on deep, intellectual learning of the academics and intellectual development, as evidenced by motivation, attitude, commitment, and self-regulation. Cognitive engagement is engagement of the mind and thinking processes. (See also *Behavioral Engagement* and *Socio-Emotional Engagement.*)
Concepts of Print	*Concepts of print* represent general knowledge of print and books (e.g., print is read from left to right, words are formed by letters, sentences are formed by words).

Culture	*Culture* is a set of shared attitudes, values, goals, and practices that characterizes a group. There groups are defined racially, ethnically, and linguistically, as well as by age, style, interest, and other attributes (e.g.,. kid culture).
Curriculum	*Curriculum* is the way content is designed, organized, and delivered. It is an instructional plan that defines: a) what students need to know (content) and be able to do (skills), which is typically defined by the state and sometimes national standards; b) the teaching strategies and learning experiences students need in order to master the content and skills; and c) an organizational structure that presents the content. This includes, for example: a) a *pacing guide* that documents the speed at which content should be delivered to ensure the necessary content and skills are taught; b) a *scope and sequence* that outlines the order in which content and skills should be delivered; and d) assessment procedures to ensure students have mastered the content and skills.
Descriptive Feedback	*Descriptive feedback* describes what a student did or did not do for the purpose of changing or maintaining performance. It provides students with an explanation of what they are doing correctly or incorrectly and what steps they must take to continue to make progress. It is more than praise or blame or disapproval; descriptive feedback is value-neutral.
Differentiated Content	*Differentiated content* is differentiating learning goals or objectives for students based on their readiness and previous mastery of skills or concepts
Differentiated Process/Instruction	*Differentiated process* refers to how a teacher utilizes different instructional strategies to meet the various learning styles, multiple intelligences, interests, and academic needs of the students. Differentiating by process also includes how a teacher varies the types of activities and materials which students use to meet learning objectives.
Differentiated Product	*Differentiated product* or assessment allows students various ways of demonstrating what they have learned and how they can meet the learning objective.
Evidence	*Evidence* includes school documents, classroom visit data, interview notes and performance data. Criteria for strong *evidence* include specific quotes and actions by teachers and students that align to the language of the Framework.
Exemplar	*Exemplar* is a model to be copied. An exemplar contains all necessary elements of an exemplary work example.
Formative Assessment	*Formative assessments* are on-going assessments, reviews, and observations in a classroom. *Formative assessments* occur during instruction as a progress check and are often used to revisit instruction, to monitor student learning and to give feedback to students.

Graphic Organizers	*Graphic organizers* are visual displays of concepts (e.g., timelines [dates and main events]; Venn diagrams [compare and contrast]; and T charts [compare and contrast]).
Guided Practice	*Guided practice* serves as a bridge between activities designed to present new material and independent student practice. During guided practice, the teacher and students may work together to complete a task.
Higher-Order Thinking	*Higher-Order Thinking* includes understanding complex concepts and applying sometimes conflicting information to solve a problem, which may have more than one correct answer. *Higher-order thinking* emphasizes students' ability to analyze, synthesize, and evaluate—as opposed to lower-level skills such as to know, comprehend, and apply. Bloom's Taxonomy is commonly associated with higher order thinking.
Heterogeneous Groups	*Heterogeneous groups* are formed with a mix of individuals who have different characteristics (e.g., different academic levels, interests, genders).
Homogeneous Groups	*Homogeneous groups* are formed with individuals who have similar characteristics (e.g., the same academic or reading levels, same gender, same interests or learning styles).
Inquiry Model	*Inquiry model* tasks provide opportunities for students to generate questions and ideas relevant to the content or concepts of a lesson or unit that guide their exploration and learning.
Instructional Strategies	*Instructional strategies* are tools, teaching methods, and activities designed and used by educators to maximize student learning.
Language Functions and Forms	*Functions* are the tasks, purposes, and uses of language—how language is used to communicate. *Form* is the grammatical structures and words required to communicate, using identified functions.
Language Objectives	*Language objectives* are statements that indicate how students will learn language in class discussions, speech, writing, etc. They indicate how students will acquire English language skills or vocabulary.
Learning Environment	*Learning environment* is the range of internal and external components and activities within which learning happens; the influences or conditions within the classroom or place in which learning occurs.
Learning Objectives	*Learning objectives* are measurable statements that indicate what students should know and be able to do by the end of the lesson or unit. *Learning objectives* differ from daily classroom activities, which are the means to achieve the objectives.
Learning Style (Modalities)	*Learning style* refers to the ways in which an individual prefers to learn or learns best. For example, individuals may be visual, auditory, and/or kinesthetic learners.

Multiple Intelligences	*Multiple intelligences* are individuals' preferred ways to learn and develop or to process information.
Prerequisite Skills	*Prerequisite skills* are skills or knowledge needed in order to acquire new skills or concepts.
Qualitative	*Qualitative* measurements involve the describing of characteristics or items.
Quantitative	*Quantitative* measurements involve the assigning of numbers or values to characteristics or items.
Rigorous Tasks	*Rigorous tasks* require considerable cognitive effort and may involve some level of struggle for the student because of the unpredictable nature of the solution process required. Rigorous tasks require students to transfer their understanding to new situations in which little cue is provided to them to guide their thinking. Students think conceptually and make connections to other disciplines and real-life situations and experiences. Further, *rigorous tasks* demand that students monitor their cognitive process as they engage in the learning.
Scaffolding	*Scaffolding* is a temporary support for learning that provides assistance for all phases of instruction and practice.
Sentence Stems	*Sentence stems* are sentence starters provided as a scaffold for students to communicate their ideas.
Sheltered Instruction	*Sheltered instruction* is an approach to teaching English language learners that integrates language and content instruction. It is a means for making content comprehensible for English learners while at the same time developing their English language skills.
Socio-emotional Engagement	*Socio-emotional engagement* refers to students' affective reactions in and to schooling. It may be registered as interest, boredom, anxiety, happiness, etc., but is generally thought to be a measure of the identification or belonging the student associates with schooling. *Socio-emotional engagement* involves ones' ability to make connection to an activity due to the relevancy or interest it provides for them and the satisfaction they derive from completing the task. (See also *behavioral engagement* and *cognitive engagement.*)
Summative Assessment	*Summative assessments* are tests, usually given at the end of a term, chapter, semester or year, the purpose of which is evaluative. High-stakes tests such as, CSAP, ACT, GRE, and the SAT are also examples of summative assessments.
Syntax	*Syntax* is the study of the rules that govern the ways words combine to form phrases, clauses, and sentences.

Technology	*Technology* will be considered as items that have an “on” or “off” switch and/or require power to operate. They may include, but are not limited to: digital cameras, computers, projection devices, DVD players, televisions, and CD players.
Trends	*Trends* are developing themes that show a tendency in a general direction. Trends are developed based on evidence and are used to eliminate outliers (single or uncharacteristic examples).
Wait Time	*Wait time* is the amount of time a teacher or other student waits for a student to respond to a question.

Appendices

Framework for Effective Teaching Handbook appendices are available online. Various appendices have been, and will continue to be, developed for identified content areas/grade levels where classrooms and/or students attributions should be kept in mind when conducting observations. The appendices are NOT intended to be a separate Framework, but rather as an accompanying document that can assist in providing accurate feedback to teachers to improve their practice. Please visit the Leading Effective Academic Practice (LEAP) page and click through on the appendices link. Other related information and resources may be found on this page as well.

http://leap.dpsk12.org/The-Framework/View.aspx