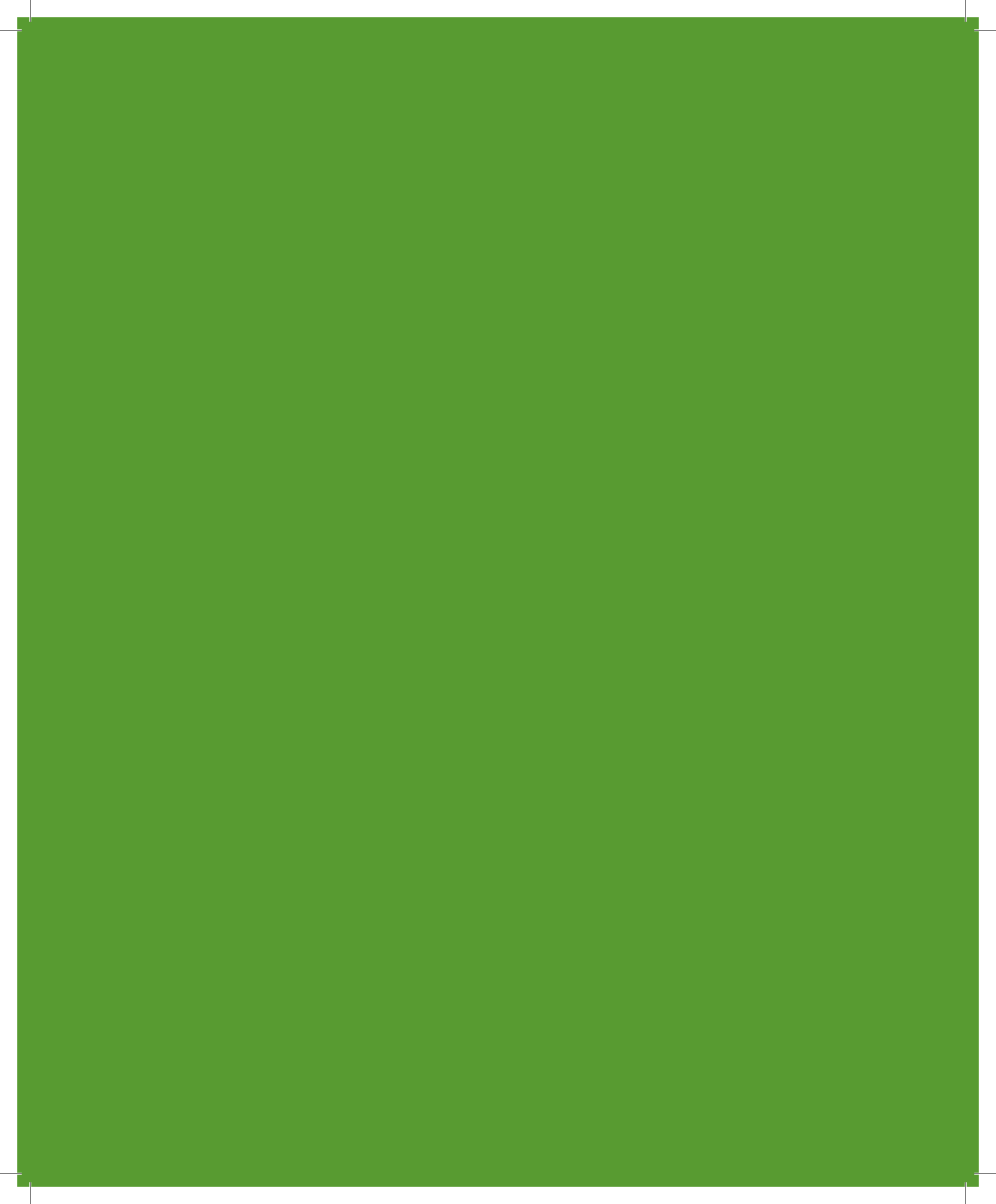


Framework for Effective Teaching: Observation

LEAP Handbook





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




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FRAMEWORK FOR EFFECTIVE TEACHING

- **What?** Using the first two domains of the DPS Framework for Effective Teaching, *Learning Environment* and *Instruction*, School Leaders and/or peers observe a teacher’s classroom practice, collect evidence, align the evidence to the Framework for Effective Teaching and arrive at a final score for each indicator. Then, the School Leader and/or observer reviews the evidence, constructs a meaningful feedback conversation connected to the teacher’s Professional Growth Plan (PGP), identifies next steps for teacher growth and suggests further Professional Learning opportunities.
- **Who?** Conducted by school-based observers (principals, assistant principals and teacher leaders) and peer observers.
- **Logistics & Timing:**
 - ▶ Throughout the school year—observations typically start in early September and must be completed approximately one month prior to the last day of school.
 - ▶ School-based observers conduct a minimum of two observations each year, one of which must be a full observation.
 - ▶ Peer observers conduct two full observations for their assigned teachers.





FRAMEWORK FOR EFFECTIVE TEACHING


DOMAIN	EXPECTATION	INDICATOR	
LEARNING ENVIRONMENT	Positive Classroom Culture and Climate	LE.1	Demonstrates knowledge of, interest in and respect for diverse students' communities and cultures in a manner that increases equity      
		LE.2	Fosters a motivational and respectful classroom environment    
	Effective Classroom Management	LE.3	Implements high, clear expectations for students' behavior and routines   
		LE.4	Classroom resources and physical environment support students and their learning    
INSTRUCTION	Masterful Content Delivery	I.1	Clearly communicates the standards-based content-language objective(s) for the lesson, connecting to larger rationale(s)     
		I.2	Provides rigorous tasks that require critical thinking with appropriate digital and other supports to ensure students' success      
		I.3	Intentionally uses instructional methods and pacing to teach the content-language objective(s)      
		I.4	Ensures all students' active and appropriate use of academic language      
	High-Impact Instructional Moves	I.5	Checks for understanding of content-language objective(s)      
		I.6	Provides differentiation that addresses students' instructional needs and supports mastery of content-language objective(s)      
		I.7	Provides students with academically-focused descriptive feedback aligned to content-language objective(s)    
		I.8	Promotes students' communication and collaboration utilizing appropriate digital and other resources      


Key to Symbols: All indicators in the *Framework for Effective Teaching* apply to all classrooms in Denver Public Schools (DPS) and represent our pledge to provide 21st century-focused, high-quality education for all students. Symbols have been incorporated to emphasize key instructional values and practices that are effective for all learners and essential for particular groups of students.

 **Cultural Competency**—Culturally responsive teaching strategies that are effective for all learners and essential for students of color (all classrooms)

 **English Language Learners (ELLs)**—Effective instructional strategies for all learners and essential for ELLs (all classrooms)

 **Spanish Native Language Instruction**—Essential Spanish native language instruction (when observing Spanish native language instruction)

 **Students with Disabilities or Gifted and Talented**—Essential supports for students with disabilities and students identified as gifted and talented (all classrooms)

 **Information Literacy and Technology**—Effective integration of technology and digital resources in classrooms (all classrooms)

 **CCSS Shifts**—The six common core instructional shifts to support rigorous learning (all classrooms)

Appendices: Please remember to utilize appendices appropriate to the content and/or grade level in conjunction with the standard *Framework for Effective Teaching Evidence Guide*. Appendices are in the handbook and online at leap.dpsk12.org/The-Framework/Appendices.aspx



DOMAIN: LEARNING ENVIRONMENT

EXPECTATION: POSITIVE CLASSROOM CULTURE* AND CLIMATE

INDICATOR LE.1: Demonstrates knowledge of, interest in, and respect for diverse **students' communities and cultures*** in a manner that **increases equity**

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Does not facilitate students' equitable access to content, participation, peer interaction and teacher attention. Does not demonstrate understanding of differences between native and schools' cultures; native language is discouraged and/or teacher insists on students' assimilation to schools' cultures without support or respect for native cultures. Does not provide representation of students' culture, the culture of disability, community, family and/or background. Dismisses, ignores or inappropriately handles cultural and diversity** issues. 	<ul style="list-style-type: none"> Inconsistently facilitates students' equitable access to content, participation, peer interaction and/or teacher attention. Interacts with students in ways that accept students' cultural preferences and native languages that may be different from teacher's own. Limited evidence of students' cultures, the culture of disability, community, family and/or background is present. Attempts to address cultural and diversity issues. 	<ul style="list-style-type: none"> Consistently facilitates students' equitable access to rigorous content, participation, peer interaction and teacher attention. Interacts with students in ways that validate, respect and encourage their cultural preferences and native languages that may be different from teacher's own. Varied cultural perspectives (e.g., students' cultures, the culture of disability, community, family, background) are represented in the classroom through lesson examples, curricular resources, visuals and/or artifacts. Addresses cultural and diversity issues in ways that reduce the negative impact of biased behaviors, should those situations arise. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Encourages students to think critically about dissenting and diverse viewpoints, equity and bias in society and/or understand and question historic and prevailing currents of thought. Cultivates students' ability to understand and openly discuss drivers of, and barriers to, opportunity and equity in society. Utilizes visuals and artifacts representing various cultures/world groups other than students' own.
Student Behaviors	<ul style="list-style-type: none"> Students display apathy, isolation, embarrassment or fear, indicating they do not feel comfortable and/or safe in this classroom. Students do not make positive connections between school and personal experiences. Students raise cultural or diversity issues in a derogatory or dismissive way. 	<ul style="list-style-type: none"> The level of student participation and engagement indicates that some students feel comfortable and/or safe in this classroom. Students make occasional, positive connections between school and personal experiences. Some students recognize, discuss and/or acknowledge cultural perspectives other than their own. Students utilize native languages. 	<ul style="list-style-type: none"> High level of student participation and engagement (body language, attention, interest) indicates that students feel comfortable and safe in this classroom. Students are secure being themselves, evidenced in sharing artifacts from home, interests, viewpoints and/or personal experiences. Students recognize, discuss and/or acknowledge cultural perspectives other than their own. Students intentionally utilize native languages to enhance their learning. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students explore, share and apply their cultural perspectives. Students demonstrate critical thinking and appear comfortable questioning prevailing currents of thought and expressing dissenting and diverse viewpoints in respectful ways.

***Culture** is defined as a set of shared attitudes, values, goals and practices that characterizes a group.
































****Diversity** includes race, ethnicity, gender, sexual orientation, socioeconomic status, language, mental and/or physical abilities (students with disabilities, gifted and talented), religion, age, political beliefs, etc. DPS places particular emphasis on the needs of students of color and students with disabilities in order to close achievement gaps for these groups of students.

Cultural Competency • ELLs • Spanish Native Language Instruction • Students with Disabilities or Gifted/Talented • Information Literacy/Technology • CCSS Shifts

Continued next page

INDICATOR LE.1: Demonstrates knowledge of, interest in, and respect for diverse **students’ communities and cultures*** in a manner that **increases equity**

Examples of evidence for effective teacher and/or student behaviors *may* include:

- Demonstrating an asset-based perspective of students from diverse backgrounds, using their experiences as resources for learning vs. excuses or problems to overcome.    
- Differentiating interactions based on knowledge of cultural differences.   
- Intentionally facilitating the engagement of all students (e.g., calling on students that do not raise their hands).    
- Having students engage in cooperative learning and diverse forms of expression to include students’ cultural preferences (e.g., storytelling, co-narration, folktales, call-and-response, show and tell, autobiographies, music).   
- Helping students understand personal perspectives, or “self,” as one of many cultural perspectives. 
- Using role models representing diverse cultures. 
- Using and/or delivering curriculum that describes historical and/or political events from a range of racial, ethnic, cultural and language perspectives. 
- Using a variety of 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. 
- Offering wide range of cultural books in the classroom library and encouraging students to select a variety of books that reflect their own cultures as well as others.   
- Reading books that reflect students’ culture and sharing reading experiences and reflections with students.   
- Parent and community member presence that contributes to the class experience. 
- Using materials that honor students’ native/first language(s); these may provide a bridge from their cultural, vernacular, sign, or assistive technology, language to academic language.  
- Using technology and digital resources (including online databases) to research diverse cultures, perspectives and opinions, and to engage in appropriate social action.  
- Accepting different registers of language and explicit teaching of their appropriate use in different contexts. 
- Addressing systems of power and privilege, even in mono-cultural classrooms, in a way that decreases bias and increases equity. 

***Culture** is defined as a set of shared attitudes, values, goals and practices that characterizes a group.

 Cultural Competency •  ELLs •  Spanish Native Language Instruction •  Students with Disabilities or Gifted/Talented •  Information Literacy/Technology •  CCSS Shifts



DOMAIN: LEARNING ENVIRONMENT

EXPECTATION: POSITIVE CLASSROOM CULTURE AND CLIMATE

INDICATOR LE.2: Fosters a motivational and respectful classroom environment

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> • Suggests that there are innate limits to what students can learn; does not communicate that effort-based learning leads to increased achievement. • Solicits or acknowledges little to no student input. • Interactions between teacher/student or student/student are not respectful. • Does not model encouragement and enthusiasm. 	<ul style="list-style-type: none"> • Communicates that effort-based learning is the path to achievement, but demonstrates differing expectations for students based on perceived competence. • Invites student input, but teacher may rush or be dismissive about it. • Interactions between teacher/student or student/student are generally respectful. • Inconsistently models encouragement and enthusiasm. • Encourages students to persevere in the face of difficulty. 	<ul style="list-style-type: none"> • Communicates that effort-based learning is the path to achievement and demonstrates a belief that all students (including students of color, linguistically diverse students and those with disabilities) are competent. • Regularly solicits, values and acknowledges input from students (including students of color, linguistically diverse students, those with disabilities and those identified as gifted and talented). • Interactions between teacher/student and student/student foster mutual respect. • Models encouragement and enthusiasm (e.g., verbal support, gestures, smiles) so students feel supported. • Provides strategies for students to persevere in the face of difficulty (academic or behavioral). 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> • Reminds students of past challenges they have faced and overcome, pointing to students’ self-efficacy. • Models and acknowledges academic risk-taking.
Student Behaviors	<ul style="list-style-type: none"> • Few students engage in lesson. • Students do not persevere with tasks when they begin to struggle. • Students are unsupportive of peers. • Students ignore others when speaking or asking questions. • Few students take leadership roles. 	<ul style="list-style-type: none"> • Some students engage in lesson. • Students attempt to complete tasks when struggling but continually seek confirmation from teacher that they are completing it correctly. • Students are sometimes supportive of peers and offer assistance. • Some students listen and focus on teacher or peers when they are speaking. • Some students take leadership roles. 	<ul style="list-style-type: none"> • Most students engage in lesson or become engaged when prompted by teacher. • Students persevere with tasks by seeking out and using available resources*. • Students are consistently supportive of peers and offer assistance and encouragement. • Most students listen and focus on teacher or peers when they are speaking. • Most students take leadership roles through expressing opinions, making choices, facilitating academic discussions, constructively and appropriately challenging ideas and/or participating in class jobs. 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> • Students encourage their peers to take academic risks and persevere because it is established that effort-based learning leads to increased achievement. • Students encourage their peers to exercise classroom leadership.

*Resources can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on students’ needs.

INDICATOR LE.3: Implements high, clear expectations for students' behavior and routines

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Expectations for students' behavior are not stated and responses to misbehavior seem random. Focuses only on correcting misbehavior of students. Responses to misbehavior are ineffective or inequitable and do not respect students' dignity. Instruction is frequently interrupted to address misbehavior or misbehavior that detracts from students' learning goes unaddressed. Rituals and routines do not exist, resulting in mishandling of resources* and/or loss of instructional time. 	<ul style="list-style-type: none"> Expectations for students' behavior are either inconsistently stated or applied. Focuses on misbehavior of students but occasionally recognizes positive behavior. Some responses to misbehavior are ineffective or inequitable from student to student but effort is made to respect students' dignity. Instruction is occasionally interrupted to address misbehavior or some misbehavior that detracts from students' learning goes unaddressed. Rituals and routines are somewhat clear to students; teacher needs to remind students of these routines, resulting in occasional mishandling of resources and/or loss of instructional time. 	<ul style="list-style-type: none"> High expectations for students' behavior are clearly taught, consistently communicated, equitably applied to all students. Focuses on the positive behavior of students and intentionally recognizes positive behavior to reinforce expectations. Responses to misbehavior are equitable, respect students' dignity/cultural differences and are sensitive to students' needs (including any disabilities). Instruction is rarely interrupted to address misbehavior, but misbehavior that detracts from students' learning is addressed. Clear rituals and routines make transitions and handling of resources efficient, maximizing instructional time. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Provides minimal management or reminders to handle groups, transitions and resources because students have internalized procedures and routines.
Student Behaviors	<ul style="list-style-type: none"> Students' misbehavior consistently detracts from others' learning. Few students exhibit appropriate behavior and/or do not change their behavior when prompted by the teacher. Students display anger, embarrassment, sadness or fear due to teacher's disrespectful or unfair response to their behavior. 	<ul style="list-style-type: none"> Students' misbehavior sometimes detracts from others' learning. Some students exhibit appropriate behavior while others change their behavior when prompted multiple times by the teacher. Students follow classroom rituals and routines with teacher prompting. 	<ul style="list-style-type: none"> Students' misbehavior rarely detracts from others' learning. Most students exhibit appropriate behavior, while others immediately change their behavior when prompted by the teacher. Students follow classroom rituals and routines with minimal teacher prompting. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students self-manage their behavior and manage others' behavior. Students prompt each other to follow classroom rituals and routines.

*Resources can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: *Some resources should be available in multiple formats depending on students' needs.*

Cultural Competency • ELLs • Spanish Native Language Instruction • Students with Disabilities or Gifted/Talented • Information Literacy/Technology • CCSS Shifts


















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DOMAIN: **LEARNING ENVIRONMENT**EXPECTATION: **EFFECTIVE CLASSROOM MANAGEMENT****INDICATOR LE.3:** Implements **high, clear expectations** for students' behavior and routines**Examples of evidence for effective teacher and/or student behaviors may include:**

- Posted daily schedule to remind students of routines. ★ ↑
- Explicitly communicating the roles, expectations, etiquette and ways of doing things in an academic and/or professional context. ☑ ★ ↑
- Balancing rituals and routines with energy and excitement. ☑ ↑
- Providing precise directions. ★ ↑
- Using a variety of verbal and non-verbal cues to reinforce desired behavior. ★
- Utilizing the proactive positive response model.
- Utilizing restorative justice or conflict resolution (e.g., during class meetings) techniques to foster positive classroom culture. ☑ ★ ↑
- Utilizing behavior charts to provide warnings and equitably manage behavior. ↑
- Students self-managing independent reading so the teacher can fully engage in small guided reading groups. ★ ↑

☑ Cultural Competency • ★ ELLs • ★ Spanish Native Language Instruction • ↑ Students with Disabilities or Gifted/Talented • 🖥 Information Literacy/Technology • 🔄 CCSS Shifts

INDICATOR LE.4: Classroom resources* and physical environment support students and their learning**

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Classroom is not arranged to facilitate learning or students' interaction. Students' work is not posted or accessible. Resources, when available, are not accessible and/or not utilized by students. Does not provide Spanish materials when needed. 	<ul style="list-style-type: none"> Classroom is partially arranged to facilitate learning and student interaction. Students' work is evident in the classroom, in students' materials and/or digitally. Resources are accessible but do not adequately support the objective(s). Provides limited Spanish materials when needed. 	<ul style="list-style-type: none"> Classroom arrangement promotes learning and student interaction for all (including students with disabilities).   Current and/or relevant students' work (e.g., exemplars) is well-represented in a variety of formats and utilized in instruction.     Resources (including clear academic language supports***) are readily accessible to students and are utilized as needed throughout the class in support of objective(s).    Provides Spanish materials, including digital resources, when needed.   	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Posted relevant exemplars demonstrate proficient/advanced work and specify why work is proficient. Explains why particular tools or resources are best to help students be savvy information consumers and learners of specific disciplines. 
Student Behaviors	<ul style="list-style-type: none"> Students do not use resources for intended purposes. 	<ul style="list-style-type: none"> Some students use resources for intended purposes. Students maintain organization of personal materials (e.g., notebooks, pencil cases, folders). 	<ul style="list-style-type: none"> Most students use resources for intended purposes.  Students respect and/or maintain organization of classroom resources (e.g., books, manipulatives, computers and other digital tools). Students independently reference examples of proficient or advanced work and criteria for the work. Students are proficient and comfortable interacting with classroom resources and digital tools.   	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students add to the physical environment, create and/or utilize self-generated resources.  

***Resources** can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: *Some resources should be available in multiple formats depending on students' needs.*  

**Structural constraints/configuration of the classroom space, room sharing and teachers traveling should be taken into consideration when collecting evidence.

*****Academic language supports** are methodologies or activities that support understanding and practice of functions and forms. Supports may include one or more of the following: visual, sensory, group supports and/or strategic use of native language.

 **Cultural Competency** •  **ELLs** •  **Spanish Native Language Instruction** •  **Students with Disabilities or Gifted/Talented** •  **Information Literacy/Technology** •  **CCSS Shifts**

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR I.1: Clearly communicates the **standards-based* content-language 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	<ul style="list-style-type: none"> Objective(s) are not evident or clear. Agenda may be used in place of objective(s). Objective(s) are unrelated to the specific lesson and/or not appropriate. Missed opportunities to connect content activities or tasks to the objective(s); activities or tasks are more lesson focused. 	<ul style="list-style-type: none"> Objective(s) are evident at the beginning of the lesson, but teacher does not make connections to objective(s) throughout the lesson. Objective(s) are appropriate for content, grade level and/or student needs. Connects content activities or tasks to objective(s); but connections to big ideas, essential questions, unit goals, previous learning, standards and/or real-world situations are not made. Stated language objective(s) do not support students' practice and application of the content. 	<ul style="list-style-type: none"> Clearly communicates the content-language objective(s) (using Spanish when applicable and appropriate) throughout the lesson. ★★↑ Objective(s) are standards-based and appropriately rigorous*** for grade-level content and students' needs. ★↑Ⓢ Explicitly connects content activities or tasks to objective(s) and to discipline's big ideas, essential questions, unit goals, previous learning, standards and/or real-world situations. Ⓢ Provides a meaningful connection between the content-language objective(s) that facilitates student mastery of the content. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Invites students to collaboratively generate learning goals with the teacher.
Student Behaviors	<ul style="list-style-type: none"> Students struggle to articulate what they are learning. They may be able to describe tasks, but not objective(s). Few students demonstrate progress toward mastery of objective(s). Students are unable to explain how lesson tasks connect to objective(s). 	<ul style="list-style-type: none"> Students read or state objective(s), but demonstrate limited understanding of the objective(s) as evidenced through their questions, comments and work. Some students demonstrate progress toward mastery of objective(s). Students explain how tasks connect to objective(s) but cannot connect to previous learning, unit goals and/or real-world situations. 	<ul style="list-style-type: none"> Students demonstrate understanding of content-language objective(s) as evidenced through their questions, comments and work. ★ Most students demonstrate progress toward mastering the objective(s). Students connect objective(s) to previous learning, unit goals and/or real-world situations. Ⓢ 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students expand on the larger picture that the teacher outlines for them (e.g., they make their own connections between content-language objective(s) and units or life).

***Standards** include Common Core State Standards, English Language Development Standards and Colorado Academic Standards (including Health and Wellness Standards where appropriate).

****Content-language objective(s)** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:

- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

*****Rigorous tasks** require considerable cognitive effort and involve some level of struggle for students as they solve problems and transfer their prior understanding to new situations. Further, these tasks integrate multiple standards and demand that students monitor their cognitive process as they engage in the task. Rigorous tasks support robust student learning of a lesson's content-language objective(s).

INDICATOR I.1: Clearly communicates the **standards-based* content-language objective(s)**** for the lesson, connecting to **larger rationale(s)**

Examples of evidence for effective teacher and/or student behaviors may include:

- Previewing concepts with English language learners and students with disabilities to facilitate participation and learning. ★★^s↑
- Presenting visuals of content-language objective(s). ★★^s↑🖥️
- Making functions and forms accessible to students through use of a variety of sensory and visual supports (e.g., anchor charts, personal sentence stems and accountable talk posters). ★★^s🖥️
- Referencing displayed unit goals to communicate a continuum of learning. ↑🖥️
- Connecting objective(s) to a digital presence (e.g., Web pages, video capture of lesson, tutorials) that develops connections to prior understandings and/or concepts. 🖥️🔄
- Using students' native language to develop conceptual understanding. ★★^s
- Relating concepts to the content, including in native language when applicable, so that students can make connections to prior understanding (especially through student-created visuals or small group discussion). ★★^s↑🖥️🔄
- Providing a variety of groupings that allow students to access content. ★★^s↑
- Modeling or demonstrating performance expectations for what mastery will look like. ★★^s↑
- Students demonstrating concepts through differentiated verbal/written communication (e.g., drawings, words/phrases or complex sentences). ★🔄^s↑ *Continued next page*
- Students demonstrating mastery of the language objective through anecdotal evidence during independent work or an exit slip. ★★^s↑🖥️
- In certain contexts to meet student needs, having individualized content-language objective(s) (e.g. credit recovery, multiple pathways, Montessori, Early Childhood Education (ECE), etc.). 🖥️

*Standards include Common Core State Standards, English Language Development Standards and Colorado Academic Standards (including Health and Wellness Standards where appropriate).

**Content-language objective(s) indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:

- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

🏠 Cultural Competency • ★ ELLs • ★^s Spanish Native Language Instruction • ↑ Students with Disabilities or Gifted/Talented • 🖥️ Information Literacy/Technology • 🔄 CCSS Shifts

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR I.2: Provides rigorous tasks* that require critical thinking with appropriate digital and other supports to ensure students' success

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> • Tasks are not rigorous, as evidenced by few students needing to think through their work, OR tasks may be rigorous, but the teacher does not provide scaffolding as evidenced by majority of students exhibiting frustration/defeat. • Expects students primarily to remember and repeat facts/basic information. • Tasks do not require students to justify their reasoning. • Few questions are aligned to the objective(s). 	<ul style="list-style-type: none"> • Tasks are rigorous for some students, while others are not required to think through the work or may be frustrated by the complexity of the task and lack of scaffolds. • Tasks require students to use learning to solve problems or complete work in one context only. • Tasks require students to justify their own reasoning, but do not require them to critique that of others. • Some questions guide students toward mastery of the objective(s). 	<ul style="list-style-type: none"> • Tasks are appropriately rigorous (increasingly complex, challenging and/or stimulating). 🟩★↑🖥️Ⓒ • Tasks require students to extend their learning by analyzing increasingly complex texts/data, writing in response to increasingly complex texts and/or solving problems for real-world situations or multiple contexts. 🖥️Ⓒ • Tasks require students to justify reasoning and critique the reasoning of others, verbally and in writing. Ⓒ • Questions are aligned to the objective(s) and guide students to higher-level thinking by encouraging them to examine various perspectives, evaluate and apply information or challenge routine/conventional applications. 🟩Ⓒ • Appropriate support is provided, and removed when no longer needed, as evidenced by independent students' success with tasks. 🟩★↑🖥️ • Provides digital resources/tools as a support for rigorous tasks when appropriate. 🖥️ 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> • Provides opportunities for all students to self-evaluate, reflect and share their problem-solving strategies and/or new ideas. 🟩★↑🖥️ • Prompts students to evaluate peers' arguments and/or reasoning. Ⓒ • Provides digital resources/tools as an integrated component of the rigorous tasks. 🖥️Ⓒ
Student Behaviors	<ul style="list-style-type: none"> • Students learn facts and execute tasks in rote ways, with little connection to ideas and issues beyond the classroom. • Students answer questions with limited or single-word answers. • Students do not share their reasoning. 	<ul style="list-style-type: none"> • Students may execute tasks and responses with some original thought or connection to ideas and issues beyond the classroom. • Students' responses may include some higher-level thinking but lack sufficient evidence or contain flawed reasoning. • Students may acknowledge but do not evaluate others' reasoning. 	<ul style="list-style-type: none"> • Students (including students of color, linguistically diverse students, those with disabilities and those identified as gifted and talented) execute increasingly complex tasks by formulating hypotheses, analyzing data and/or solving real-world problems to deepen their understanding of the content-language objective(s). 🟩★↑🖥️Ⓒ • Students use relevant evidence to construct written and verbal positions that justify their conclusions. 🖥️Ⓒ • Students constructively evaluate others' reasoning by examining evidence, applying logic and/or considering diverse perspectives. 🟩★↑🖥️Ⓒ 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> • Students think in increasingly complex ways and are able to apply their knowledge to real-world situations. Ⓒ • Students think about systems, not just isolated parts, when approaching tasks. Ⓒ • Students ask each other questions aligned to the objective(s) that exhibit higher-level thinking. • Students provide support for one another to master the objective(s).

***Rigorous tasks** require considerable cognitive effort and involve some level of struggle for students as they solve problems and transfer their prior understanding to new situations. Further, these tasks integrate multiple standards and demand that students monitor their cognitive process as they engage in the task. Rigorous tasks support robust student learning of a lesson's content-language objective(s).

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INDICATOR I.2: Provides **rigorous tasks*** that require critical thinking with **appropriate digital** and **other supports** to ensure students' success

Examples of evidence for effective teacher and/or student behaviors may include:




















- Tasks (in all disciplines) require students to independently read increasingly complex texts, then write and/or speak in response to the content.
- Tasks require students to analyze information (e.g., givens, constraints, relationships) and plan a solution pathway.
- Tasks require students to integrate information from various sources (e.g., oral, visual, media) and to evaluate these sources.
- Tasks demonstrate the usefulness and value of discipline (e.g., those that illustrate application and relevance of discipline beyond the classroom).
- Providing access to group, sensory, and visual supports to engage students and improve comprehension.
- Students using prior learning and inquiry skills when approaching increasingly complex texts, data sets, events, etc.
- Students applying information inferred from text, facts and/or new data.
- Students providing reasoning behind their answers, regardless of whether answers are correct and typically before indicating if answers are correct or not.
- Students demonstrating the ability to apply skills or understanding in different contexts when presented with new, unfamiliar tasks.
- Providing sufficient time for all students to independently engage in and make sense of (reason about) the task.
- Appropriate cueing and/or wait time that requires students to think through work, but not struggle to a level of frustration.
- Opportunities for students to transfer higher-level thinking from speaking and thinking aloud to writing, including: peer critiques, peer editing and online collaboration.
- Providing multiple opportunities for students to expand their thinking through talking (e.g., Think Pair Share, Turn & Talk, Small Group), drawing out their connections (student-made visuals) and using realia and graphics to understand concepts.
- Constructing and integrating reading, writing and listening tasks as students' oral Language 2 develops.
- Utilizing a "Writing to Learn" strategy as a way to scaffold mid- and high-stakes assignments.
- Recognizing that creativity may be presented in various ways that reflect cultural learning styles, ingenuity in language usage and/or oral skills.
- Students researching multiple perspectives and opinions using digital resources, including online databases.
- Providing digital and non-digital (e.g. a pencil grip, manipulatives, large print resources, etc.) supports to meet specific student needs.

***Rigorous tasks** require considerable cognitive effort and involve some level of struggle for students as they solve problems and transfer their prior understanding to new situations. Further, these tasks integrate multiple standards and demand that students monitor their cognitive process as they engage in the task. Rigorous tasks support robust student learning of a lesson's content-language objective(s).

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DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR I.3: Intentionally uses instructional methods* and pacing to teach the content-language objective(s)**

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> • Instructional method(s), activities and materials are ineffective and do not support students' mastery of objective(s). • Lesson structure is not coherently sequenced or appropriately paced. • Demonstrates inadequate knowledge of content areas, key concepts, structures, standards and/or content-specific terminology; or content taught is sometimes inaccurate. • Does not address students' misconceptions during instruction. • Does not use oral and/or written language that is comprehensible to students. • Balance of teacher/student talk detracts from students' learning and is not appropriate for chosen teaching methodology. 	<ul style="list-style-type: none"> • Instructional method(s), activities and materials either build on students' prior knowledge or support students' mastery of objective(s), but not both. • Lesson structure is either coherently sequenced or appropriately paced, but not both. • Demonstrates knowledge of some combination of content areas, key concepts, structures, standards and/or content-specific terminology. • Inconsistently addresses students' misconceptions during lesson. • Uses oral and/or written language comprehensible to some students. • Balance of teacher/student talk sometimes contributes to students' learning and is appropriate for chosen teaching methodology. • Use of media, technology and/or tools does not enhance the lesson. 	<ul style="list-style-type: none"> • Instructional method(s), activities and materials effectively build on students' prior knowledge and support students' mastery of objective(s).     • Lesson structure is both coherently sequenced and appropriately paced.    • Demonstrates accurate knowledge of content areas, key concepts, structures, standards and content-specific terminology. • Effectively addresses students' challenges, misunderstandings and misconceptions and implements various strategies in the moment according to students' needs.    • Consistently uses oral and/or written language that is comprehensible, including strategic use of native language.    • Balance of teacher/student talk consistently contributes to students' learning and is appropriate for chosen teaching methodology. • Use of media, technology and/or tools enhances the lesson.    	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> • Makes strong interdisciplinary connections, allowing students to see the relationships among various content, concepts and ideas.   • Demonstrates deep content area knowledge as evidenced by rich explanations and nuanced responses to questions. • Provides extension activities that allow students to explore essential questions. 

***Instructional methods** are the ways in which information is delivered to students. These may include, but are not limited to: gradual release model, workshop model, Socratic Seminars, lecture, Collaborative Strategic Reading (CSR) and inquiry-based models.

****Content-language objectives** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:


























- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

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INDICATOR I.3: Intentionally uses **instructional methods*** and **pacing** to teach the **content-language objective(s)****



Examples of evidence for effective teacher and/or student behaviors may include:

- Using gradual release model, inquiry-based model, cooperative learning, investigation, Socratic Seminars, direct instruction/lecture, Collaborative Strategic Reading (CSR), etc.    
- Lesson structure allows appropriate time for students to grapple with and build understanding of the content.    
- Providing wait time based on students' needs.   
- Providing time for self-correction.
- Integrating student use of digital tools and resources*** (e.g., Promethean boards, LCD projectors and computers) to enhance, accelerate and/or differentiate student learning.  
- Using materials and supports that address educational disabilities (e.g., assistive technology, visual schedules, etc.). 
- Using document cameras or similar technology to make small items visually accessible to the whole class and enhance the lesson.  
- Referring students to appropriate resources to find answers to their questions or locate additional information related to content-language objective(s).  
- Providing informed responses and/or examples to address students' questions or misunderstandings.
- Providing anchor charts, vocabulary charts, etc. that support students' learning of objective(s).   
- Providing language-based clues such as: adopting slower speech rate, enunciating clearly, providing synonyms and antonyms for unknown words, modeling with think-alouds, avoiding unfamiliar idioms and using cognates when possible.   
- Explicitly indicating relationships and connections between Language 1 and 2, including: similarities and differences in sound systems, word/phrase/sentence structures, word/sentence meanings and effects of context on meanings. 

***Instructional methods** are the ways in which information is delivered to students. These may include, but are not limited to: gradual release model, workshop model, Socratic Seminars, lecture, Collaborative Strategic Reading (CSR) and inquiry-based models.

****Content-language objective(s)** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:

- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

*****Resources** can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: *Some resources should be available in multiple formats depending on students' needs.*  

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DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR I.4: Ensures all students active and appropriate use of academic language*

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Does not teach academic language. Does not provide opportunities for students to use academic language and/or does not do so in a rigorous, authentic way. Does not acknowledge students use of academic language and/or does not address incorrect academic language usage. Does not encourage use of complete sentences. 	<ul style="list-style-type: none"> Inconsistently and/or indirectly teaches and models academic language. Provides some opportunities for students to use academic language in rigorous, authentic ways. Inconsistently acknowledges students use of academic language and addresses some instances when academic language is not used and/or is used incorrectly. Inconsistently encourages use of complete sentences. 	<ul style="list-style-type: none"> Consistently and explicitly teaches and models precise academic language connected to the content-language objective(s) using the target language** (students' Language 1 or 2, as appropriate). ★★↑Ⓢ Provides frequent opportunities within the content for students to use academic language in rigorous, authentic ways through listening, speaking, reading and writing. ★★↑Ⓢ Acknowledges students' use and attempts at using academic language to develop concepts, and coaches students when academic language is not used or is used incorrectly. ★★↑ Consistently encourages students to use complete sentences. ★★↑ 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Facilitates students' recall and use of academic language from other contexts and/or personal experiences. ★★ Enables students' transfer of academic language to real-world situations. 🟩★★
Student Behaviors	<ul style="list-style-type: none"> Few students use academic language with the teacher, peers and/or in their writing. Students are not observed using target language. Students rarely use content vocabulary and/or use it incorrectly. 	<ul style="list-style-type: none"> Some students use academic language with the teacher, peers and/or their writing. Students are observed using target language, though use may not be context-embedded and/or cognitively demanding. Students attempt to use content vocabulary but sometimes use it incorrectly. 	<ul style="list-style-type: none"> Students use academic language (in their native language or English) with the teacher, peers and in their writing. ★★↑ Students are observed using target language in a variety of contexts and for cognitively demanding tasks, often in collaboration with other students. ★★ Students regularly and accurately use content vocabulary and language forms relevant to the objective(s). ★★ 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students are observed encouraging one another to use academic language regardless of their language development levels or formal English background. ★★ Students appropriately transfer academic language skills from other contexts or real-life experiences.

***Academic language** is the formal language of a given content area needed by students to access rigorous material and credibly interact in both academic and professional settings (i.e. functions, forms and discipline-specific vocabulary).

- › Language functions: the purposes of the communication (e.g., to classify, persuade, explain, describe, compare, sequence, etc.).
- › Language forms: the conventions used to communicate (e.g., grammar, syntax, mechanics, vocabulary, etc.).

The **Target language is the language that we want students to learn, and is the primary—though not the exclusive—language of instruction (most commonly Spanish or English in DPS). In English Language Acquisition-Spanish (ELA-S) classrooms, the target language is Spanish; in English Language Acquisition-English (ELA-E) classrooms, the target language is English.

INDICATOR I.4: Ensures all students active and appropriate use of academic language*

Examples of evidence for effective teacher and/or student behaviors may include:

- Students explaining their thinking by using prompts such as: “Tell us more about that”; “How do you know?”; “Why do you think that?”; and “What evidence do you have of ____?” to promote speaking, listening, reading and writing. ★★^s↑Ⓒ
- Facilitating Classroom Talk (e.g., in pairs, Collaborative Groups and as a whole class) to introduce, reinforce and encourage the use of academic language. ★★^s↑Ⓒ
- Providing opportunities for structured and purposeful academic conversations (e.g., Cooperative Grouping, Collaborative Small Groups, Think-Pair-Share, Turn and Talk, Talk a Mile a Minute). ★★^sⒸ
- Explicitly using and holding students accountable for the use of content-specific language (e.g., *angle* instead of *corner*, *staccato* instead of *choppy*). ★★^sⒸ
- Explicit modeling and labeling of academic language. ★★^s↑
- Linking vernacular to academic language to support listening and speaking. 🟩★★^s
- Using sentence stems, cloze sentences and/or paragraphs to promote speaking and writing. ★★^s↑
- Utilizing a “Writing to Learn” strategy so students experiment often with written language to increase their fluency and mastery of written conventions.
- Displaying and referencing visuals that show academic vocabulary in words and graphic representations. ★★^s↑
- Using graphic organizers to clearly define vocabulary and/or concepts (e.g., Frayer models, concept maps) that allow students to make connections. ★★^s↑🖥️
- Providing methods for students to capture academic language (e.g., personal dictionaries, learning logs, word walls, double-entry journals) to promote listening, reading and writing. ★★^s↑
- Offering multisensory experiences to promote listening and speaking. 🟩★★^s↑
- Teaching “code switching” so that other forms of language are valued and students understand the reasons to use different forms in different settings. 🟩★★^s↑
- Whenever students speak in incomplete sentences, reflecting concepts back in complete sentences as appropriate. ★★^s↑
- Having students utilize forms, functions and content vocabulary appropriately in written responses to increasingly complex texts. Ⓒ
- Demonstrating explicit attention to vocabulary, as evidenced by:
 - Spending time defining, discussing and clarifying vocabulary words unlikely to be familiar to students prior to tasks to promote reading, writing and understanding. 🟩★★^s↑
 - Emphasizing vocabulary through intonation, prior knowledge and visuals (e.g., illustrations, photographs, Frayer models, word wall). 🟩★★^s↑
 - Limiting the number of vocabulary items presented to students at any one time. ★★^s↑
 - Modeling correct phonetic and fluent pronunciation through a slower pace and appropriate enunciation and intonation as necessary. ★★^s↑

***Academic language** is the formal language of a given content area needed by students to access rigorous material and credibly interact in both academic and professional settings (i.e. functions, forms and discipline-specific vocabulary).

- Language functions: the purposes of the communication (e.g., to classify, persuade, explain, describe, compare, sequence, etc.).
- Language forms: the conventions used to communicate (e.g., grammar, syntax, mechanics, vocabulary, etc.).

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DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR I.5: Checks for understanding of content-language objective(s)*

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Checks for completion of tasks but not on student progress toward mastery of objective(s). Does not adjust instruction or supports based on results of checks for understanding. Does not monitor student access to content. Questions hold few students accountable for formulating responses; predominately calls on volunteers and, at times, teacher answers own questions. 	<ul style="list-style-type: none"> Monitors progress toward the objective(s) but the checks for understanding are infrequent, not varied and/or do not assess some students. Occasionally adjusts instruction or supports based on results of checks for understanding. Sometimes monitors student access to content but may not determine if misunderstandings are due to language. Questions hold some students accountable to formulate responses. 	<ul style="list-style-type: none"> Monitors all students' progress toward the objective(s) throughout the lesson using varied, frequent checks for understanding. 🟩★^s↑ Frequently adjusts instruction or supports in real time based on results of checks for understanding. 🟩★↑ Frequently monitors student access to content and, if necessary, determines the source (e.g., language) of misunderstandings and/or misconceptions. ★★^s↑🟩 Questions require most students to formulate responses and be accountable for their learning in both verbal and written responses. 🟩 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Provides criteria and structures for students to assess their own and/or peers' mastery of objective(s). 🟩 Provides opportunities for students to reflect on their learning. 🟩
Student Behaviors	<ul style="list-style-type: none"> Few students respond to questions. Students do not correct misconceptions because teacher does not provide feedback. 	<ul style="list-style-type: none"> Some students respond to questions and/or questions may be consistently answered by the same students. Students occasionally correct misconceptions based on teacher feedback/adjusted instruction. 	<ul style="list-style-type: none"> Most students respond to questions (with the use of communication devices, as needed). ↑ Students frequently correct mistakes and address misconceptions based on teacher feedback/adjusted instruction. 🟩 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students correct misconceptions through peers' critique and questioning. 🟩 Students monitor their own progress and reflect on their growth.

***Content-language objective(s)** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:

- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

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INDICATOR I.5: Checks for understanding of content-language objective(s)*

Examples of evidence for effective teacher and/or student behaviors *may* include:

- Questioning using varied levels (e.g., Bloom’s Taxonomy, Marzano’s, Costa’s) to assess all students’ understanding. ★★↑Ⓒ
- Asking students to define or restate terms/concepts. ★★↑
- Having students elaborate using prompts, such as: “Tell me more about _____” or “How do you know that?”.
- Students explaining their thinking (metacognition). Ⓒ
- Explicitly asking students to identify their misunderstandings. Ⓒ
- Eliciting physical responses (e.g., thumbs up) to monitor understanding. ★★↑
- Regularly circulating throughout the room during the lesson to assess all students’ understanding of objective(s); teacher may take notes on student progress.
- Conferencing.
- Students communicate completion of the primary task using the identified language objective domain. ★★
- Performance tasks (e.g., constructed responses, application tasks). Ⓒ
- Using native language to clarify concepts (through other adults or student peers). ★
- Using checklists/rubrics; students applying criteria to their work and/or to that of their peers. Ⓒ
- Using exit tickets.
- Using online polling, “clickers” or student response systems to monitor student progress. 🖥️
- Students monitor their own progress with a wall chart, in a notebook, online, etc. ★★↑🖥️














***Content-language objective(s)** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:

- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

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DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR I.6: Provides **differentiation*** that addresses students’ instructional needs and supports mastery of **content-language objective(s)****

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Does not modify/extend instructional methods, content, lesson processes and/or products to support students’ needs. Questioning is not differentiated for students’ needs. 	<ul style="list-style-type: none"> Modifies/extends instructional methods, content, lesson processes and/or products, but differentiation does not adequately address some students’ individual needs and/or access to grade-level content. Questioning is inconsistently differentiated for students’ needs. 	<ul style="list-style-type: none"> Supports access to and/or extension of grade-level content by adjusting content, lesson processes and/or products to meet the diverse academic and linguistic needs of individual students (including students with interrupted formal education).     Questioning is consistently differentiated (including clear enunciation, language choice, additional wait time, simplified sentence structures, slower pacing/speech patterns, level) to meet the academic and linguistic needs of individual students.    	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> Provides modified content, process or product in response to reasonable students’ requests. Supports all students in identifying how they learn best and in creating/utilizing strategies that support their individual needs.
Student Behaviors	<ul style="list-style-type: none"> Few students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work products and class participation. 	<ul style="list-style-type: none"> Some students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work products and class participation. 	<ul style="list-style-type: none"> Students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work products and class participation. 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> Students provide support to one another based on individual needs. Students know their learning preferences and academic goals, apply strategies that support their learning and self-advocate as needed.     Students actively engage in the use of technology tools to demonstrate different levels of understanding.  

***Differentiation** may be based on individual students’ academic needs, language proficiencies, physical/social/emotional needs, interests and/or culture.

****Content-language objective(s)** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:

- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

INDICATOR I.6: Provides **differentiation*** that addresses students’ instructional needs and supports mastery of **content-language objective(s)****

Examples of evidence for effective teacher and/or student behaviors may include:

- Adjusting *content* according to students’ performance levels, language skills, knowledge and/or cultures. 🟩★★^s↑
- Adjusting *process* through grouping (homogeneously and heterogeneously by languages and academic proficiencies, depending on tasks and objective) and learning styles (e.g., auditory, kinesthetic, verbal, visual-spatial, tactile). 🟩★↑Ⓒ
- Adjusting *product* by providing students multiple ways to demonstrate learning (e.g., acting out knowledge, using physical objects, using visuals, providing other performance-based opportunities) to accommodate academic/linguistic needs and/or interests. ★★^s↑Ⓒ
- Providing access to native language materials and grade- or above-level texts, including recorded audio texts, as appropriate. ★★^s↑💻
- Providing individualized academic supports to learn information or complete tasks, such as graphic organizers, math manipulatives and online resources. ★↑💻
- Giving students multiple opportunities to answer questions, including in collaborative pairs or groups. ★↑Ⓒ
- Providing access to one-on-one adult and/or peers’ support. ★↑
- Designing collaborative groups so that students with diverse skill levels are supported as well as challenged by their peers. 🟩★★^s↑
- Utilizing various tools (e.g., technology/digital resources and assistive technology devices for students with disabilities) to meet students’ learning needs. ↑💻
- Using assessments to guide students in selecting “just right” books for independent reading. ★★^s↑
- Modeling use of resources around the room and on the walls to encourage independent student use of those resources. ↑
- Utilizing visuals, realia, gestures and facial expressions to explain content and/or vocabulary. ★★^s↑
- Facing students when speaking to support language production and understanding. ★★^s↑
- Providing cross-language transfer feedback (e.g., teacher reminding students that they know *pre* in Spanish carries the same meaning as *pre* in English). ★★^s

***Differentiation** may be based on individual students’ academic needs, language proficiencies, physical/social/emotional needs, interests, and/or culture.

****Content-language objective(s)** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:

- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

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DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR I.7: Provides students with academically-focused descriptive feedback* aligned to content-language objective(s)**

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Provides feedback to only a few students. Feedback is not descriptive or timely; may be limited to evaluative or motivational (e.g., “good job”; “I know you can do it”). Does not provide next steps for students. 	<ul style="list-style-type: none"> Provides academically-focused descriptive feedback to some students and/or during some parts of the lesson. May provide timely descriptive feedback on students’ progress toward mastery of objective(s), but majority of feedback is focused on task completion. Identification of students’ next steps is not clearly evident. 	<ul style="list-style-type: none"> Provides academically-focused descriptive feedback to most students throughout the lesson. ↑ Provides timely academically-focused descriptive feedback allowing students to know their progress toward mastery of the objective(s). ↑ Clearly identifies students’ next steps, focusing on students’ strengths and areas for growth. ↑ 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> Provides academically-focused descriptive feedback to all students. Ⓢ Intentionally provides opportunities for students to give one another academically-focused descriptive feedback. Ensures that students can identify next steps. Feedback inspires further thinking and can be transferred to other contexts. Ⓢ
Student Behaviors	<ul style="list-style-type: none"> Few students are clear on steps needed to make progress towards mastery of objective(s). 	<ul style="list-style-type: none"> Some students are clear on steps needed to make progress towards objective(s). 	<ul style="list-style-type: none"> Most students apply academically-focused descriptive feedback to their work in order to take next steps and make corrections and/or revisions that support them in mastering objective(s). Ⓢ 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> Students provide academically-focused descriptive feedback to each other. Students explain how their work/responses meet the expectations of objective(s). Students are able to explain steps needed to improve their work.

***Academically-focused descriptive feedback** is specific to the learning tasks and/or objective(s) and focuses on students’ progress toward mastery of content-language objective(s). The feedback can be posed in the form of a question as well as a statement.

****Content-language objective(s)** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:

- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

INDICATOR I.7: Provides students with **academically-focused descriptive feedback*** aligned to **content-language objective(s)****

Examples of evidence for effective teacher and/or student behaviors *may* include:

- Defining deficiencies and highlighting next steps when using non-proficient examples. ©
- Using think-alouds to model how students could respond to the use of feedback.
- Circulating during the lesson to question students and provide academically-focused descriptive feedback.
- Providing feedback on students' use of strategies and metacognitive processes. ©
- Providing feedback by modeling corrections in the response to a student (recasting). ★ ★^s
- Providing opportunities for students to self-assess and peer-assess (e.g., with rubrics). ©
- Providing opportunities for student action/reflection based on feedback received.
- Supporting grades/marks with written academically-focused descriptive feedback.
- Referencing anchor charts based on students' responses and/or work. ★
- Using data charts that reflect progress toward explicitly stated goals/objective(s) referenced during lesson.
- One-on-one conferencing, small- or whole-group tasks that result in students receiving academically-focused descriptive feedback.
- Utilizing feedback loops to get additional information from students (e.g., question→answer→clarifying question→answer→probing question→answer). ★

***Academically-focused descriptive feedback** is specific to the learning tasks and/or objective(s) and focuses on students' progress toward mastery of content-language objective(s). The feedback can be posed in the form of a question as well as a statement.

****Content-language objective(s)** indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:


















- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

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DOMAIN: INSTRUCTION



EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES

INDICATOR I.8: Promotes student communication* and collaboration utilizing appropriate digital and other resources*****

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Provides few opportunities for students to communicate their ideas. Provides few opportunities for students to collaborate. Does not establish clear expectations for communication and/or collaboration among students. Does not pose questions that encourage accountable talk. 	<ul style="list-style-type: none"> Provides some opportunities for students to communicate their ideas, but the opportunities do not promote progress toward mastery of objective(s). Provides some opportunities for students to collaborate but the opportunities are not effective in developing their progress toward mastery of objective(s). Establishes clear expectations for communication and/or collaboration among students, but only some students are held accountable. Occasionally poses questions that encourage accountable talk. 	<ul style="list-style-type: none"> Provides adequate opportunities for all students (including students of color, linguistically diverse students, those with disabilities and those identified as gifted and talented) to communicate their ideas verbally or in written response to increasingly complex texts as a means of progress toward mastery of the objective(s).       Provides frequent and intentional opportunities for all students to collaborate as a means of developing their progress toward mastery of objective(s).      Establishes clear expectations for communication and/or collaboration among students with protocols and tools, holding most students accountable for participation and the content of their conversations. Prompts students or poses questions to facilitate accountable talk discussions (listening, participating, clarifying and elaborating).     Utilizes assistive technology and communication devices when needed.   	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> Allows students to choose how they will communicate and/or collaborate as a means of developing their progress toward mastery of the objective(s).

***Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

****Collaboration** occurs when individuals are accountable to one another and work together in a cooperative manner for a common purpose or goal. Expectations for collaboration should be based on the model of the class (e.g., mixed grade level, center programs, credit recovery, multiple pathways, blended learning, etc.).

*****Resources** can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: *Some resources should be available in multiple formats depending on students’ needs.*  

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DOMAIN: INSTRUCTION EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES

INDICATOR I.8: Promotes student communication* and collaboration utilizing appropriate digital and other resources*****

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Student Behaviors	<ul style="list-style-type: none"> Few students effectively communicate for the intended purpose/audience in the target language****. Few students ask questions. Students interact inappropriately in diverse groups. Few students assume personal responsibility for group work. 	<ul style="list-style-type: none"> Some students effectively communicate for the intended purpose/audience in the target language. Students ask the teacher questions and express opinions. Students interact appropriately in diverse groups, but do not attempt to understand others' perspectives. Some students assume personal responsibility for group work. 	<ul style="list-style-type: none"> Students effectively communicate for the intended purpose/audience in the target language. ★★^SⒸ Students ask teacher and peers questions, expand on other's thinking and construct oral and written arguments that are supported by evidence. Ⓒ Students interact appropriately in diverse academic discussions (e.g., one-on-one, small-group or whole class settings) and come to understand others' perspectives. ☒ Most students assume personal responsibility for individual and collaborative work. Students collaborate to answer questions, build understanding and solve problems. Ⓒ As appropriate, students use various digital tools and resources for researching, communicating and collaborating. Ⓒ 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students set goals for their collaborative groups and evaluate their progress toward meeting objective(s). Students independently engage in accountable talk to challenge thinking, push for evidence and/or refine arguments. Ⓒ

***Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

****Collaboration** occurs when individuals and work together in a cooperative manner for a common purpose or goal. Expectations for collaboration should be based on the model of the class (e.g., mixed grade level, center programs, credit recovery, multiple pathways, blended learning, etc.).

























*****Resources** can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: *Some resources should be available in multiple formats depending on students' needs.* ↑Ⓒ

****The **Target language** is the language that we want students to learn, and is the primary—though not the exclusive—language of instruction (most commonly Spanish or English in DPS). In English Language Acquisition-Spanish (ELA-S) classrooms, the target language is Spanish; in English Language Acquisition-English (ELA-E) classrooms, the target language is English.

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DOMAIN: INSTRUCTION EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**INDICATOR I.8: Promotes student communication* and collaboration** utilizing appropriate digital and other resources*******Examples of evidence for effective teacher and/or student behaviors may include:**

- Providing accountable talk protocol (e.g., “I know this is the answer because on page _____” or “I agree/disagree with _____ because _____”). 
- Students asking peers questions that require them to explain their thinking, including in online forums.  
- Facilitates while students ask/answer questions that guide the discussion.
- Providing adequate wait time for students to process after questions are posed.   
- Structured peer assistance.   
- Variety of grouping arrangements.   
- Assigning group roles to promote student leadership and group accountability.  
- Students showing adaptability and work ethic in collaborative situations. 
- Holding students accountable for contributing to collaborative group work.
- Student debates, role plays, simulations, interviews, etc.
- Tools evident in supporting oral language (e.g., accountable talk poster, anchor charts, personal sentence stems, digital resources).    
- Word walls, anchor charts and other resources in the room align to the content and are used by teacher and students.   
- Providing opportunities for students to use Web pages (e.g., Wikis), webcams and other technology tools to communicate within and outside the classroom. 
- Promoting quality conversations surrounding books and reading (e.g. book talks, book share, student book recommendations, etc.).
- Providing a Literacy Group collaborative structure with specified student roles and a defined group purpose to raise engagement with a variety of increasingly complex texts through a high level of discourse. 

***Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

****Collaboration** occurs when individuals and work together in a cooperative manner for a common purpose or goal. Expectations for collaboration should be based on the model of the class (e.g., mixed grade level, center programs, credit recovery, multiple pathways, blended learning, etc.).

*****Resources** can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: *Some resources should be available in multiple formats depending on students' needs.*  

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OBSERVATION APPENDICES



Appendices provide clarity and awareness for observers as they conduct observations in unique instructional content areas/grade levels. They are NOT separate Frameworks, but rather documents to assist observers in understanding effective practices in particular contexts.

1. Prior to conducting an observation:

- a. Determine if there is a relevant appendix.
- b. Review the entire appendix, including the “Essential Awareness” section and indicator chart.

2. During the observation, while collecting evidence, keep the “Essential Awareness” information in mind.

3. After conducting the observation, when categorizing evidence, refer to the indicator chart in conjunction with the Framework for Effective Teaching Evidence Guide to inform teacher ratings. The indicator chart contains information that could:

- a. Modify an existing teacher or student’s behavior in the Evidence Guide.
- b. Clarify an existing teacher or student’s behavior in the Evidence Guide.
- c. Add a necessary behavior to an indicator.
- d. Where noted, add a contextual Example of Effective Practice.



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APEX CREDIT/UNIT RECOVERY Appendix

Essential Awareness for APEX Credit/Unit Recovery

- Credit Recovery (CR) provides opportunities for students to retake classes and demonstrate competency in specific content standards for the class(es) they previously failed. CR opportunities are available (using standards-based APEX Learning Digital Curriculum) during the traditional school year, at home, on Saturdays, after school, etc.
- Unit Recovery (UR) provides opportunities for students to collaborate with the original teacher to retake a unit previously failed. Through UR, students are required to demonstrate competency in the specific content standards for the respective unit(s) in order to earn credit for the original class(es). UR is also standards-based and available via APEX Learning Digital Curriculum.

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Cultural perspectives could include perseverance, graduation, attendance, high expectations, course completion or impact of credit recovery on students' futures.
LE.2	
LE.3	
LE.4	<ul style="list-style-type: none"> • Observer may not see students' work posted; it may be online or in folders/notebooks.
I.1	<ul style="list-style-type: none"> • Students often have individualized objectives (via the prescriptive pretest pathway). The content-language objective(s) domain, how students demonstrate the content, will be through writing. (Speaking moves to the Distinguished performance category.)
I.2	<ul style="list-style-type: none"> • Teacher augments instruction with additional supports. • Teacher augments instruction with additional activities/projects outside the digital learning curriculum to enhance students' learning. (Distinguished performance category)
I.3	<ul style="list-style-type: none"> • Anticipatory sets guide students' lessons, activities and units throughout the standards-based digital curriculum. • Teacher/student talk will be evident as the teacher uses varied strategies within one lesson (e.g., guided inquiry/direct instruction) in working with: <ul style="list-style-type: none"> ▸ Individual students (unit recovery/credit recovery). ▸ Groups of students (unit recovery, credit recovery, original credit).
I.4	<ul style="list-style-type: none"> • Opportunities for students to use academic language will be predominantly through writing (Distinguished performance category would include planned opportunities for speaking.)

APEX CREDIT/UNIT RECOVERY Appendix *(continued)*

INDICATOR	
1.5	<ul style="list-style-type: none"> • Teacher gathers data about students' learning through formative assessments, progress tracking and/or questioning. This data is used to individualize instruction and ensure mastery-based learning of specific content-language objective(s)/standards. • Teacher uses digital curriculum that allows for: <ul style="list-style-type: none"> ▸ Individual student learning experiences. ▸ Formative assessments/feedback. ▸ Progress tracking to identify needed remediation and/or intervention. ▸ Other supports necessary to enhance learning. • Students demonstrate a clear understanding and mastery (80% or better) of content standards on computer- and teacher-scored assessments while using digital learning curriculum and resources.
1.6	<ul style="list-style-type: none"> • Teacher uses technology (e.g., digital learning curriculum and resources) to provide a high level of flexibility and differentiation in how students learn and show mastery of content-language objective(s).
1.7	<ul style="list-style-type: none"> • Teacher uses digital learning curriculum and resources to provide individualized instruction, making personalized connections to standards. • Next steps might include resubmission of corrected teacher-scored tests or the submission of a revised assessment, a project or an additional assignment to demonstrate proficiency.
1.8	<ul style="list-style-type: none"> • Pending migration to Course Tools Virtual, students will have opportunities to collaborate online via e-mail and discussion boards. Through Course Tools Achieve, communication of ideas will be predominantly written. • Teacher augments instruction with additional opportunities for student communication and collaboration. (Distinguished performance category)

BALARAT OUTDOOR EDUCATION Appendix

Essential Awareness for Balarat Outdoor Education

Balarat provides DPS students and their teachers the opportunity to conduct hands-on, experiential learning in the natural environment. The locales for learning include the district-owned Balarat site, Denver Mountain Parks, Colorado State Parks and a bus, as used for transportation to an outdoor site. Balarat teachers collaborate with classroom teachers, who are in attendance with their students during programs. Participating students include class groups of third-grade, fifth-grade, middle and high school students. High school student leaders may be present to serve as role models and/or activity facilitators during lessons for elementary students.

Observers should be aware that:

- Balarat teachers are instructing students for short time periods, from a minimum of three hours to a maximum of three days, depending upon the program and grade level.
- Balarat teachers in the program do not have access to students’ achievement data or other student information prior to working with a group.
- Learning environments are continually changing and Balarat teachers must be aware of different weather and trail conditions, as well as physically preparing students for these conditions.
- In addition to grade-level curricular standards, lessons may include environmental education content as outlined in the Colorado Environmental Education Plan (cde.state.co.us/cosocialstudies/ceep).
- Due to the nature of the lessons and the environment, written responses are limited.
- Digital technology may be inaccessible so use may be minimal or nonexistent.

INDICATOR	
LE.1	
LE.2	<ul style="list-style-type: none"> • Teacher might give students descriptive feedback regarding how to be successful in all aspects of school (e.g., not just academics, but also an intentional focus on behaviors and procedures to support social learning).
LE.3	
LE.4	<ul style="list-style-type: none"> • Area is safe for students and equipment is in good repair. • Teacher instructs and monitors students on how to safely use equipment and space (e.g., appropriate use of harnesses, helmets, archery equipment and team initiatives equipment). • Teacher may use students and instructor modeling to teach a movement or technique to the class. Students, teachers and high school leaders themselves can be a resource and/or the proficient work example. • Teacher ensures that relevant materials are available and can be easily seen by all students (e.g., historical artifacts, animal evidence). • Students’ work and examples may include visible actions and verbal reflections of experiential learning.

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BALARAT OUTDOOR EDUCATION Appendix *(continued)*

INDICATOR	
I.1	<ul style="list-style-type: none"> • Content may be an affective learning objective and/or could span multiple content areas. • Personal/interpersonal skills may be the focus of the content-language objective(s).
I.2	<ul style="list-style-type: none"> • A rigorous task requires students to use complex physical skills, interpersonal skills and/or reflective observations. • Students demonstrate critical thinking skills through physical and verbal responses. • Students may focus on hands-on activities related to the content-language objective(s).
I.3	<ul style="list-style-type: none"> • Students are engaged in activities and/or are physically active at least 50% of the time. • Balance of teacher talk with students' participation. • An effective teacher will have a contingency plan to continue instruction around the content-language objective(s) while meeting the social/emotional needs of students.
I.4	<ul style="list-style-type: none"> • Students respond to academic language in verbal and/or physical ways; responses are rarely written.
I.5	<ul style="list-style-type: none"> • Amount of teacher questioning may be limited depending on the lesson. • Responses to questions may be in physical form and/or by demonstration; responses are rarely written. • Students' physical responses can be a check for understanding.
I.6	<ul style="list-style-type: none"> • Lesson process modification may include verbal, visual, kinesthetic and sensory experiences to enhance learning. • Differentiation adjustments may occur through one-on-one private conferencing with students.
I.7	
I.8	<ul style="list-style-type: none"> • Verbal and non-verbal responses may be appropriate for specific lesson and activities. • Students are accountable for contributing to collaborative group work through: cooperation, communication, compassion, concentration and caution. • Digital collaboration and communication is not an available resource.

Essential Awareness for Career and Technology Business, Marketing and Public Administration

- Career and Technology classes are designed to develop students’ abilities in utilizing Postsecondary and Workforce Readiness skills to:
 - Enhance their learning and understanding of concepts.
 - Broaden their means of communication.
 - Augment their modes of collaboration in all aspects of their personal and academic life.
- There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.
- Many CTE classes have extended time and/or block scheduling so the pacing may look different than a traditionally scheduled class.
- Lessons may have a project-based format, so direct instruction may not be observed in a given lesson.

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Teachers may bring awareness of different students’ cultural needs with regards to diverse populations (e.g., tax credit for adult care workers).
LE.2	<ul style="list-style-type: none"> • Teacher encourages and monitors appropriate digital etiquette and responsible social interactions related to the use of technology and information (e.g., commenting on a blog, shared online resources, using email, etc.). • Teacher treats students the same way a professional would be treated in the industry.
LE.3	<ul style="list-style-type: none"> • Teacher encourages and monitors safe, legal and ethical use of digital information and technology, including respect for copyright, intellectual property and the appropriate documentation of sources (e.g., citing sources in research and multimedia projects). • Teacher expects students’ behaviors to model the industry and addresses misconduct accordingly.
LE.4	<ul style="list-style-type: none"> • Students’ work may not be visible in the classroom because it is stored digitally. • Students understand, use, manage and troubleshoot technology systems, applications and digital resources. • Classroom environment may look more like a workplace (industry standard) than a traditional classroom.
I.1	<ul style="list-style-type: none"> • Students may set their own objectives (SMART Goals) for the project they are working on as long as it connects to the larger rationale/content-language objective(s).
I.2	<ul style="list-style-type: none"> • Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks. • Core academic concepts and/or skills are embedded through applied learning with intentionality.
I.3	<ul style="list-style-type: none"> • Students may use a <i>workstream</i> or <i>production schedule</i> plan to track their progress/pacing on a given project. • Instructor may serve as facilitator.
I.4	<ul style="list-style-type: none"> • Written responses may not always be a part of the lesson. • Academic language mirrors industry standard terminology. If students can use the industry language with fluidity, it denotes Distinguished behavior.

Continued next page

INDICATOR

INDICATOR	
1.5	<ul style="list-style-type: none"> • Visual methods (e.g., screen shots) are used to check for skill development, but skill development is only one aspect of the content. In a lab setting, students should be able to demonstrate the concept/skill in addition to discussing it (e.g., students are able to discuss the purpose of a memo, clip art, etc. and demonstrate the technical concept/skill). • If individual objectives are set, students can connect their objective to the larger rationale.
1.6	<ul style="list-style-type: none"> • Students may be working on various projects/modules at any given time in order to master the standards.
1.7	<ul style="list-style-type: none"> • Feedback is provided using industry standard terminology. • Feedback may be provided in a digital format (e.g., e-mail, commenting on a shared document, blog, etc.).
1.8	<ul style="list-style-type: none"> • Students may demonstrate creative thinking, collaboration and communication through the use of digital tools (e.g., multimedia production, video conferencing, blogs, online presentations, webinars and podcasts). • Depending on the objective, students may not be observed directly collaborating with each other and instead focused on their individual project. • Collaboration may include working with industry partners, actual clients, etc.

Essential Awareness for Career and Technology Health Science, Criminal Justice and Public Safety

- Career and Technology classes are designed to develop students’ abilities in utilizing Postsecondary and Workforce Readiness skills to:
 - Enhance their learning and understanding of concepts.
 - Broaden their means of communication.
 - Augment their modes of collaboration in all aspects of their personal and academic life.
- There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.
- Many CTE classes have extended time and/or block scheduling so the pacing may look different than a traditionally scheduled class.
- Lessons may have a project-based format, so direct instruction may not be observed in a given lesson.

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Teacher introduces an awareness of a continuum of services and resources available to special populations within the industry.
LE.2	<ul style="list-style-type: none"> • Teacher treats students the same way a professional would be treated in the industry. • Students may model industry attire.
LE.3	<ul style="list-style-type: none"> • Teacher encourages and monitors safe, legal and ethical use of patient information as required by the Health Insurance Portability and Accountability Act (HIPAA). • Teacher expects students’ behaviors to model the industry and addresses misconduct accordingly.
LE.4	<ul style="list-style-type: none"> • Classroom environment may look more like a workplace (industry standard) than a traditional classroom. • Industry tools are a critical part of the classroom and can include medical devices, operations manuals and consumable supplies. • Students’ work may not be visible in the classroom because it may be stored digitally, done as a demonstration or completed off-site. • Students understand, use, manage and troubleshoot technology systems, applications and digital resources.
I.1	<ul style="list-style-type: none"> • Students may set their own objectives (SMART Goals) for the project they are working on as long as it connects to the larger rationale/content-language objective(s).
I.2	<ul style="list-style-type: none"> • Core academic concepts and/or skills are embedded through applied learning with intentionality. • Students read and interpret complex information sources and select necessary tools based on the appropriateness to specific tasks.
I.3	<ul style="list-style-type: none"> • Instructor may serve as facilitator.
I.4	<ul style="list-style-type: none"> • Teacher provides opportunities for students to use academic language in authentic ways through demonstration. • Written responses may not always be a part of the lesson. • Academic language mirrors industry standard terminology. If students can use the industry language with fluidity, it denotes Distinguished behavior.

Continued next page

INDICATOR

INDICATOR	
1.5	<ul style="list-style-type: none"> • Visual methods are used to check for skill development, but skill development is only one aspect of the content. In a lab setting, students should be able to demonstrate the concept/skill in addition to discussing it.
1.6	<ul style="list-style-type: none"> • Students may be working on various projects/modules at any given time in order to master the standards.
1.7	<ul style="list-style-type: none"> • Feedback pertaining to skills, strategies, content knowledge, etc. may be in the form of a physical demonstration. • Feedback is provided using industry standard terminology.
1.8	<ul style="list-style-type: none"> • Collaboration may include working with industry partners, actual clients, patients, etc.

CAREER AND TECHNOLOGY HOSPITALITY AND HUMAN SERVICES Appendix

Essential Awareness for Career and Technology Hospitality and Human Services

- Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:
 - Enhance their learning and understanding of concepts.
 - Broaden their means of communication.
 - Augment their modes of collaboration in all aspects of their personal and academic life.
- There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.
- Many CTE classes have extended time and/or block scheduling so the pacing may look different than a traditionally scheduled class.
- Lessons may have a project-based format, so direct instruction may not be observed in a given lesson.

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Teachers may bring awareness of different students' needs in hospitality for special populations (e.g., English Language Learners (ELL), Deaf and Hard of Hearing (DHH), American with Disabilities Act (ADA), dietary restrictions, etc.).
LE.2	<ul style="list-style-type: none"> • Teacher treats students the same way a professional would be treated in the industry. • Students may model industry attire.
LE.3	<ul style="list-style-type: none"> • Teacher expects students' behaviors to model the industry and addresses misconduct accordingly.
LE.4	<ul style="list-style-type: none"> • Students' exemplars may not be visible in the classroom because they are consumable or a provided service. • Classroom environment may look more like a workplace (industry standard) than a traditional classroom.
I.1	<ul style="list-style-type: none"> • Students may have individualized objectives.
I.2	<ul style="list-style-type: none"> • Students evaluate the situation and determine the appropriate tool or technique to complete a given task. • Core academic concepts and/or skills are embedded through applied learning with intentionality.
I.3	<ul style="list-style-type: none"> • Students may use a <i>workstream</i> or <i>production schedule</i> plan to track their progress/pacing on a given project. • Instructor may serve as facilitator.
I.4	<ul style="list-style-type: none"> • Teacher provides opportunities for students to use academic language in authentic ways through demonstration (e.g., students "stir vs. fold"). • Written responses may not always be a part of the lesson. • Academic language mirrors industry standard terminology. If students can use the industry language with fluidity, it denotes Distinguished behavior.

CAREER AND TECHNOLOGY
HOSPITALITY AND HUMAN SERVICES Appendix *(continued)*

INDICATOR

INDICATOR	
1.5	<ul style="list-style-type: none">• Visual methods are used to check for skill development, but skill development is only one aspect of the content; teacher checks for conceptual understanding as well.• Written responses may not always be a part of the lesson.
1.6	<ul style="list-style-type: none">• Students may be working on various projects/modules at any given time in order to master the standards.
1.7	<ul style="list-style-type: none">• Feedback pertaining to skills, strategies, content knowledge, etc. may be in the form of physical demonstration.
1.8	<ul style="list-style-type: none">• Collaboration may include working with industry partners, actual clients, etc.• A potential example of effective student collaboration is students evaluating and critiquing their own and others' products/skills.

CAREER AND TECHNOLOGY SKILLED TRADES AND TECHNICAL STUDIES Appendix

Essential Awareness for Career and Technology Skilled Trades and Technical Studies

- Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:
 - Enhance their learning and understanding of concepts.
 - Broaden their means of communication.
 - Augment their modes of collaboration in all aspects of their personal and academic life.
- There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.
- Many CTE classes have extended time and/or block scheduling so the pacing may look different than a traditionally scheduled class.
- Lessons may have a project-based format, so direct instruction may not be observed in a given lesson.

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Teachers may include awareness of different building/structural requirements for special populations [e.g., American with Disabilities Act (ADA)].
LE.2	<ul style="list-style-type: none"> • Teacher treats students the same way a professional would be treated in the industry. • Students model safety procedures and may model industry attire.
LE.3	<ul style="list-style-type: none"> • Students understand safety requirements and use technology/tools appropriately. • Teacher expects students' behaviors to model the industry and addresses misconduct accordingly.
LE.4	<ul style="list-style-type: none"> • Students' work may be visible in the classroom as models or parts of a larger project. • Industry standard tools are a critical part of the classroom and can include hand and stationary tools, operations manuals and consumable supplies (e.g., sheet metal, lumber, etc.). • Students troubleshoot technical systems. • Classroom environment may look more like a workplace (industry standard) than a traditional classroom.
I.1	<ul style="list-style-type: none"> • Students may have individualized objectives.
I.2	<ul style="list-style-type: none"> • Students evaluate the situation and determine how to resolve any problems. • Students read and interpret complex designs and select necessary tools based on the appropriateness to specific tasks. • Students may focus on hands-on activities related to the objective(s). • Core academic concepts and/or skills are embedded through applied learning with intentionality.
I.3	<ul style="list-style-type: none"> • A large portion of the class may be project-driven (e.g., building from plans), so students may pick up where they left off in the previous class. • Lab/shop time can be 60% or more of class time. • Students may use a <i>workstream</i> or <i>production schedule</i> plan to track their progress/pacing on a given project. • Instructor may serve as facilitator.
I.4	<ul style="list-style-type: none"> • Teacher provides opportunities for students to use academic language in authentic ways through demonstration. • Academic language mirrors industry standard terminology. If students can use the industry language with fluidity, it denotes Distinguished behavior.

Continued next page

INDICATOR	
1.5	<ul style="list-style-type: none"> • Teacher checks for understanding and progress of skills in addition to concepts. • Students' responses may be by demonstration, not verbal or written.
1.6	<ul style="list-style-type: none"> • Students may be working on various projects/modules at any given time in order to master the standards.
1.7	<ul style="list-style-type: none"> • Feedback pertaining to skills, strategies, content knowledge, etc. may be in the form of a physical demonstration.
1.8	<ul style="list-style-type: none"> • A potential example of effective student collaboration is students evaluating and critiquing their own and others' products. • Collaboration may include working with industry partners, actual clients, etc.

Essential Awareness for Career and Technology STEM, Design and Information Technology

- Career and Technology classes are designed to develop students’ abilities in utilizing Postsecondary and Workforce Readiness skills to:
 - Enhance their learning and understanding of concepts.
 - Broaden their means of communication.
 - Augment their modes of collaboration in all aspects of their personal and academic life.
- There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.
- Many CTE classes have extended time and/or block scheduling so the pacing may look different than a traditionally scheduled class.
- Lessons may have a project-based format, so direct instruction may not be observed in a given lesson.

INDICATOR	
LE.1	
LE.2	<ul style="list-style-type: none"> • Teacher treats students the same way a professional would be treated in the industry. • Students may model industry attire.
LE.3	<ul style="list-style-type: none"> • Students understand safety requirements and use technology/tools appropriately. • Teacher expects students’ behaviors to model the industry and addresses misconduct accordingly.
LE.4	<ul style="list-style-type: none"> • Students’ work may not be visible in the classroom because it is stored digitally. • Industry standard tools are a critical part of the classroom and can include hand and stationary tools, digital software, operations manuals and consumable supplies. • Students troubleshoot technical systems (e.g., 3D printer). • Students’ work may be visible in the classroom as models or parts of a larger project.
I.1	<ul style="list-style-type: none"> • Students may set their own objectives (SMART Goals) for the project they are working on as long as it connects to the larger rationale/content-language objective(s).
I.2	<ul style="list-style-type: none"> • Students read and interpret complex designs and select necessary tools (digital or industry specific) based on the appropriateness to specific tasks. • Core academic concepts and/or skills are embedded through applied learning with intentionality.
I.3	<ul style="list-style-type: none"> • Students may use a <i>workstream</i> or <i>production schedule</i> plan to track their progress/pacing on a given project. • Instructor may serve as facilitator.
I.4	<ul style="list-style-type: none"> • Teacher provides opportunities for students to use academic language in authentic ways through demonstration (may not be verbal). • In a lab setting, students should be able to demonstrate the concept/skill in addition to discussing it (e.g., students discuss the purpose of rotating, gradients, etc. and demonstrate the technical concepts). • Academic language mirrors industry standard terminology. If students can use the industry language with fluidity, it denotes Distinguished behavior. • Written responses may not always be a part of the lesson.

Continued next page

INDICATOR

INDICATOR	
1.5	<ul style="list-style-type: none"> • Visual methods are used to check for skill development, but skill development is only one aspect of the content; teacher checks for conceptual understanding as well.
1.6	<ul style="list-style-type: none"> • Students may be working on various projects/modules at any given time in order to master the standards.
1.7	<ul style="list-style-type: none"> • Feedback pertaining to skills, strategies, content knowledge, etc. may be in the form of a physical demonstration.
1.8	<ul style="list-style-type: none"> • Students primarily demonstrate creative thinking, collaboration and communication through the use of digital tools (e.g., multimedia production, video conferencing, blogs, online presentations, webinars and podcasts). • Depending on the objective, students may not be observed directly collaborating with each other and instead focused on their individual projects. • A potential example of effective student collaboration is students evaluating and critiquing their own and others' products and skills. • Collaboration may include working with industry partners, actual clients, etc.

DANCE Appendix

Essential Awareness for Dance

- Dance as art represents creative expression through the medium of human movement. The essence of dance is to create, compose, feel, interpret, perform and respond, all through movement. Dance is the physical expression of an idea developed through a process of research, inquiry and movement discovery. As students study dance, they gain skills and physical abilities which allow them to create, perform, view and respond to works of dance. Improvisation and selection lead to the production of dance works using traditional materials or the latest technologies.
- Mastery is often demonstrated through movement, rather than through speech or writing. However, dance students should be able to communicate about the *tools* of dance (e.g., parts of their bodies, special shoes, technology or instruments), the *techniques* of dance (e.g., jazz, tap, West African, ballet, etc.), the *characteristics* of dance (e.g., space, time and energy), and the *expressive features* (i.e., how dance is used to communicate meaning). Only a few of these may be explicitly discussed in any one class, and would be expected to be appropriately simple or complex for students' grade level and ability.
- The purpose of dance education, in all grades, is to broadly educate all students in dance as an art form and to promote physical activity for fitness.
- During dance class, students should be participating in physical dance activity 50% or more of the time. Observers should be aware that frequency and length of classes vary widely throughout the district.
- For the dance context, a "text" in the Framework for Effective Teaching may refer to anything that provides the student information and requires interpretation (e.g., a recorded video performance of a master choreographic work that the students respond to in writing, music to be interpreted kinesthetically, etc.).

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Lesson allows time for students to reflect on cultures, background experiences and/or connections to other sports/activities; however, the majority of class time should be spent in physical activity. • While a teacher may be hired or required to teach a certain technique, each of which has its own connections to various world cultures (e.g., ballet is derived from Western European court traditions and has been shaped by various Western powers over the past 300 years, while flamenco has roots in Spain and North African cultures, but has been shaped by many South and Central American countries), a distinguished teacher would facilitate students' connections to their own cultures, whether through music, texts, videos or guest artists.
LE.2	<ul style="list-style-type: none"> • Teacher encourages and demonstrates the belief that all students (regardless of gender, sexual orientation, ethnicity, physical ability, etc.) can perform dance movements.
LE.3	<ul style="list-style-type: none"> • Effective transition times can vary due to environmental or activity constraints. Class rituals for specific recurring activities are in place (e.g., changing from street shoes to tap shoes, changing clothes, warm-up routines, moving barres, changing from center work (which often happens in one spot) to across the floor work (which often happens in lines moving across the floor), etc., but there may not be rituals in place for activities that happen irregularly (e.g., distributing costumes, clearing a new classroom to be suitable for dance).
LE.4	<ul style="list-style-type: none"> • Area is safe for students, void of any obstructions, when possible. • School provides equipment that is in good repair when possible. • Teacher instructs and monitors students on how to safely use equipment and space (e.g., personal space when performing, types of floors that are appropriate for certain types of shoes). • Teacher arranges space for students to see and hear instructions, minimizing environmental disturbances. • Students' work and other supports on the walls may be minimal, especially if the dance lesson is conducted in a shared space. • Technology may not be appropriate for every lesson or learning environment. • Teacher may use students to demonstrate motion, movement, techniques, etc. to the class.
I.1	<ul style="list-style-type: none"> • Long-term goals (unit goals, performance goals) are sometimes used to create and/or connect to daily objective(s) for classes.

Continued next page

DANCE Appendix *(continued)*

INDICATOR	
1.2	<ul style="list-style-type: none"> • A rigorous task may require students to use complex, fine or gross motor skills and/or physical fitness abilities. • In some cases, lessons may be focused on repetitive practice, which is considered rigorous as research about cognitive load during movement demonstrates that learning and mastering movement has a higher cognitive load than later in the choreographic process, when refining movement carries a lighter cognitive load. • Lesson includes moderate or vigorous physical activity for 50% or more of class time, as evidenced by physical effects such as increased breathing and sweating. Low intensity movements such as warm-up and cool-down can also be a part of the lesson. • Responses to questions may be in physical form and/or by demonstration. • Students may demonstrate critical thinking skills through movement, technique, dance skills, choreographic and/or improvisational responses. • Teacher facilitates problem solving and critical thinking through creative individual or group projects.
1.3	<ul style="list-style-type: none"> • Balance between teacher talk and student participation. • Students are physically active more than 50% of class time. • A distinguished-level teacher provides extension activities that allow students to explore essential questions through body movement and skill repetition.
1.4	<ul style="list-style-type: none"> • Academic language may often refer to vocabulary words for specific movements [which may be in another language (e.g., ballet movement vocabulary is generally in French), or words that have a discipline-specific meaning (e.g., STEM in a dance class refers to the elements of choreography: space, time, energy and mixture; rather than science, technology, engineering and math.)]. • Students primarily respond to academic language in a physical way, but their responses could also be verbal and/or written.
1.5	<ul style="list-style-type: none"> • Responses to questions may be in physical form and/or by demonstration; written responses may not always be a part of the lesson. • Amount of questioning may be limited, but when it occurs, it should extend learning of movement technique, composition, cultural context and/or reflective response capabilities. • Observation of students' physical responses can be a check for understanding.
1.6	<ul style="list-style-type: none"> • Teacher uses verbal, visual and kinesthetic experiences to enhance learning. • Teacher makes content accessible through skill and form demonstration. • Teacher differentiates physical activities to meet diverse needs of students (i.e., teacher proactively plans for students with diverse physical capabilities). • Differentiation adjustments may occur through individual correction and feedback given throughout the class. A distinguished teacher would provide scaffolded opportunities for peer-to-peer constructive criticism. • Appropriate scaffolding is provided to allow most students (>75%) to accomplish the physical task.
1.7	<ul style="list-style-type: none"> • At more advanced levels, students should take individual corrections the teacher gives to others and apply it to their own work. • In addition to descriptive feedback about the content-language objective(s), feedback should be differentiated to include: <ul style="list-style-type: none"> ▸ kinesthetic cues (e.g., "Put all your weight on the right foot.", etc.), ▸ musical cues (e.g., "Quick, quick, slow" or "Hold this position for four beats.", etc.), ▸ numerical cues (e.g., "The waltz music is counted in threes, so there are three steps in each waltz meter.", etc.), ▸ visuospatial cues (e.g., "Move upstage diagonally right." or "Your port de bras should not cross the midline.", etc.) and ▸ healthy body positioning and alignment (e.g., "Your knee should always be over your heel in a lunge.", etc.). • Feedback may include physical demonstration that addresses skills, strategies, content knowledge, etc.
1.8	<ul style="list-style-type: none"> • Verbal and non-verbal responses are appropriate for specific lessons and activities. • Examples of students' collaboration can include: being a good audience member (for younger students), giving constructive feedback on students' performances (for older students), working in groups on choreographic or improvisational activities, etc. Some units may facilitate collaboration more than others (e.g., a unit with student choreography as an outcome may leave more room for collaboration than a unit with a performance of teacher choreography as an outcome).

DRAMA Appendix

Essential Awareness for Drama

- Theatre arts benefit students because they cultivate the whole person, gradually building many kinds of literacy while developing intuition, reasoning, imagination and dexterity into unique forms of expression and communication. Theatre honors imagination and creativity, and students who engage in theatre benefit from learning these skills and many others that prepare them for the 21st century, including innovations in technology.
- Students grow in their ability to comprehend their world when they learn theatre arts. As they create dances, music, theatrical productions and visual works of art, they learn how to express themselves and how to communicate with others. Because theatre arts offer the continuing challenge of situations in which there is no standard or approved answer, those who study the arts become acquainted with many perspectives on the meaning of “artistic value.”
- For the drama context, “text” in the Framework for Effective Teaching may refer to anything that provides the student information and requires interpretation (e.g., a script with stage directions, a theater performance, a class improvisation exercise that the students are asked to analyze, etc.).

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Teacher uses performance exemplars of characters and/or performers with whom the students identifies. • Distinguished teachers will facilitate connections between the works studied and individual student culture (e.g., if a high school class is working on a Greek drama like Antigone, the teacher could ask about revenge stories in other cultures). • Teacher reassures students and addresses concerns about performing in front of others by modeling ways to overcome stage fright and providing adequate time for students to become comfortable in front of an audience.
LE.2	<ul style="list-style-type: none"> • Teacher provides an emotionally safe environment when dividing students into groups/partnerships and when assigning roles/parts. • Teacher creates positive audience environment (by teaching etiquette and critique norms) and fosters healthy actor/audience relationships.
LE.3	<ul style="list-style-type: none"> • Effective transition times can vary due to environmental or activity constraints. • Students are able to work independently either by themselves or in small groups.
LE.4	<ul style="list-style-type: none"> • Students’ work and other supports on the walls may be minimal due to space constraints and/or the limiting factor that drama is a performance art wherein the performance is the work itself. • Teacher may use students as resources to demonstrate motion, movement, techniques, etc. to the class for instructional purposes. • Students exhibit theatre safety through their respectful use of equipment and resources including props, costumes, scenery, etc. • Technology may not be appropriate for every lesson.

Continued next page

DRAMA Appendix *(continued)*

I.1	<ul style="list-style-type: none"> • Rigorous learning around language may focus on different aspects of language (e.g., the cadence of the language, the inflection of the language, etc.) than in other academic settings. • Students are able to connect dramatic play to larger real life context. • Students show concept mastery through performance-based tasks (e.g., use stage directions on stage, employ characterization techniques, participate as actor and audience, etc.).
I.2	<ul style="list-style-type: none"> • A rigorous task may require students to use complex physical skills (e.g., blocking, stage movement, choreography, etc.). Tasks of appropriate rigor may not be comfortably acquired in one class period. • Responses to questions may be in physical form and/or by demonstration. • Students demonstrate critical thinking skills through physical/vocal responses and performance. • Teacher facilitates problem solving and critical thinking through performance activities (e.g., pantomime, scene work, etc.). • Students provide performance rationale (for self and/or others). • Teacher provides extension activities that allow students to explore essential questions through body movement and skills.
I.3	<ul style="list-style-type: none"> • Balances teacher talk with students' participation. • Students are engaged in activities at least 50% of the class period.
I.4	<ul style="list-style-type: none"> • Students primarily respond to academic language in a physical way, but could also respond through verbal and/or written means. • Academic language may include demonstration of vocabulary and or concepts (e.g., stage directions, pantomime, mime, improvisation, etc.).
I.5	<ul style="list-style-type: none"> • Responses to questions may be in physical form and/or by demonstration; written responses may not always be a part of the lesson. Observation of students' physical responses can be a check for understanding. • Depending on the task (e.g., a small-group performance), teacher checks for understanding of the performance-based daily objective which may occur with only some students in that lesson due to time constraints. • The amount of questioning may be limited, but when it occurs, it should extend learning of skill acquisition and/or strategies.
I.6	<ul style="list-style-type: none"> • Teacher uses verbal, visual and kinesthetic experiences to enhance learning. • Teacher makes content accessible through skill and form demonstration. • Differentiation adjustments may occur through one-on-one private conferencing with students.
I.7	<ul style="list-style-type: none"> • Feedback may include demonstrations pertaining to skills, strategies, content knowledge, etc. • Descriptive feedback is specific to the process (e.g., "project", "cross stage right", "use vocal inflection") and to the project (Feedback may be withheld until the end of a scene/act and then given all at once.). • In addition to descriptive feedback regarding objectives, teacher provides feedback about movement and/or performance. This may occur during scene work.
I.8	<ul style="list-style-type: none"> • Verbal and non-verbal responses are appropriate for specific lessons and activities. • Students collaborate as they participate in whole-group, small-group and/or partner activities, as evidenced by exhibiting collegiality, encouraging classmates, participating in performance activities and coaching peers. • Students are able to critique their own work and the work of others in a positive and productive manner (e.g., discusses activity, justifies answers, ask questions of others).

EARLY EDUCATION Appendix

Essential Awareness for Early Education

- The term early education technically refers to students in early childhood education through eight years of age.
- Much of the learning is (and should be) designed as high-level play.
- In addition to instruction based on pre-specified learning goals, teachers facilitate learning based on each individual student's level of development based on observational data.
- There are mixed-age classrooms in which some of the students enter at two years 10 months and some turn five years old in October. There will be an observable difference in students' behaviors as the year progresses.
- There are full- and half-day ECE classrooms. In full-day classrooms, rest time, large motor development time and snack time are required.
- In ECE classrooms, purposeful, student-driven choice time (including blocks, dramatic play and other high-interest centers) is required for one-third of the school day. While not required, choice time is best practice in Kindergarten.
- Rigorous tasks are only achievable within the students' Zone of Proximal Development. Observation of students engaged in both fine- and gross-motor development tasks is essential and can be considered rigorous because it leads to cognitive development.
- Written communication includes marks, scribbles, strings of letters, words, teacher transcription and drawings. In some instances oral communication might be used in place of a written response.
- It is best practice to use transition time to facilitate oral language development, problem solving and collaboration. Transitions (e.g., hand washing, toileting, snacking, cleaning up, lining up, walking in line, etc.) are themselves learning opportunities.
- Young students in their first 2–3 months of enrollment in a structured classroom environment may have behaviors that impact their ability to participate fully in activities and access intended learning of the classroom and/or engage in social relationships. Erratic attendance may have a similar impact.
- The students' behaviors described in the highly Effective and Distinguished performance categories are possible, but may require considerable scaffolding and teacher support for students.
- Young preschoolers may be at the emergent stage of language development and not have developed expressive and/or receptive language (parallels the language development of second language learners) or focus necessary to converse, follow directions or participate in group activities. Teachers spend a great deal of time building basic classroom behavioral skills and vocabulary. (NOTE: *During reflective feedback conversations, the observer may need to confer with teachers and teachers may need to call attention to student ages, IEPs, behavioral plans and length of enrollment in the program.*)
- Young students are still developing executive function. These students may struggle with social skills, abstract thinking, language comprehension, regulating senses and problem solving. At this age, these behaviors are a stage of development and do not indicate a disability though the behaviors may seem similar.
- There may be students with disabilities that are not yet identified and students with IEPs in these classrooms; in this case, refer to applicable appendices based on the needs of these students.

EARLY EDUCATION Appendix *(continued)*

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Young students often do not have the language and cognitive development to understand their diverse cultural backgrounds. The teacher develops knowledge and understanding of the students' home cultures and promotes understanding of the schools' cultures through a strong emotional connection with the students. Indicators of emotional connection include shared activities, matched affect, social conversations and close physical proximity to the students.
LE.2	
LE.3	
LE.4	<ul style="list-style-type: none"> • Teacher displays and utilizes lists, attribute charts, plans and co-created resources to remind students of procedures and expectations, but might not post exemplars or utilize rubrics. Students may not be able to independently reference examples of proficient or advanced work and/or work criteria. • All students' work should be displayed, no matter where their work falls on a rubric or grading system. While posting students' work to demonstrate proficiency is not developmentally appropriate, the teacher may model behaviors and/or display teacher created exemplars.
I.1	<ul style="list-style-type: none"> • During purposeful, student-driven choice time, objectives should be embedded and observable through descriptive feedback, higher-level questioning, intentional selection of materials, facilitated use of oral language and checks for understanding to promote ongoing students' learning. Follow up conversations may be necessary in order for the observer to gain clarity of these objectives.
I.2	
I.3	
I.4	<ul style="list-style-type: none"> • Students will be observed using academic language orally (with teachers and/or peers) and/or in writing. (See written communication described in the Essential Awareness.)
I.5	<ul style="list-style-type: none"> • Teacher will check for understanding of behavioral and procedural expectations in addition to academic expectations. • Student responses may be oral, gestural or physical demonstrations.
I.6	
I.7	<ul style="list-style-type: none"> • Teacher might give students descriptive feedback regarding how to be successful in all aspects of school (i.e., not just academics). Descriptive feedback aligns to overlapping and intertwined objectives that includes an academic focus as well as an intentional focus on behaviors and procedures to support learning.
I.8	<ul style="list-style-type: none"> • Teacher supports students as they progress from parallel play (i.e., independent/side-by-side play) to cooperative play (collaboration).

GIFTED EDUCATION Appendix

Essential Awareness for Teachers of Gifted and Advanced Students (Classroom or “Pull-Out”)

- This appendix is for use by classroom teachers of students identified as Gifted and Talented (GT) or Highly Gifted and Talented (HGT) as well as GT representatives.
- The learning needs of GT and HGT students can be accommodated with a variety of strategies, but differentiation focusing on depth, complexity and/or pacing should be evident. A larger quantity of the same work as other students and/or supporting other students is not adequate differentiation.
- Gifted/Talented thinkers are more likely to be engaged with learning when it is rigorous and challenging; thus, higher-level, open-ended questions and learning activities related to real-world problems are effective strategies for whole-group GT and HGT instruction.
- Extensions and/or independent or partner projects can be offered in lieu of classwork that is not sufficiently rigorous. GT extensions are being developed for many curriculum materials and are appropriate for GT students. HGT students may require more rigorous options.
- GT and HGT students should be offered frequent opportunities to work together.
- Some GT resource teachers work through a “push-in” model and the learning environment is less under their control.

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Addresses affective issues of gifted students in a way that provides support for their unique actions/interactions with teachers and peers.
LE.2	<ul style="list-style-type: none"> • Responds appropriately to students who challenge ideas and opinions with persistence and insistence, demonstrating an understanding that such questioning is not a show of disrespect.
LE.3	<ul style="list-style-type: none"> • Recognizes gifted students’ needs for clarity around issues of “justice”; teacher explains rationale behind discipline. • High expectations are appropriately differentiated for gifted students.
LE.4	<ul style="list-style-type: none"> • Makes high-level materials available to students for whom grade-level work is not appropriate or has already been mastered.
I.1	<ul style="list-style-type: none"> • Objectives may be intentionally open-ended to allow for rigorous and complex higher-level thinking. • Objectives may be above the current grade level if students have mastered and would not be challenged by grade-level objectives. • In a “push-in” setting, the classroom teacher’s content-language objective(s) may be modified by the GT teacher to meet the needs of gifted/talented students.
I.2	<ul style="list-style-type: none"> • Adjusts instruction and/or support when it is recognized that students’ lack of engagement reflects inadequate rigor.
I.3	<ul style="list-style-type: none"> • Addresses academic needs of gifted/talented students by using appropriate methodologies and materials (e.g., pre-assessment, compacting, tiered instruction, contract learning, independent projects, etc.). • Uses alternate curriculum materials when appropriate to meet students’ needs (e.g., Junior Great Books, Hands-On Equations, William and Mary curriculum materials, etc.). • Paces instruction appropriately for gifted/talented students and/or releases them from whole-group instruction as soon as they have grasped the new learning.
I.4	<ul style="list-style-type: none"> • Uses appropriately challenging/advanced academic language, including above grade-level vocabulary when appropriate.

Continued next page

GIFTED EDUCATION Appendix *(continued)*

INDICATOR	
1.5	
1.6	<ul style="list-style-type: none">• Differentiates intentionally for gifted/talented students by adding depth and/or complexity to tasks.• Encourages gifted/talented students to make progress toward an individual goal or interest area if they have mastered the grade-level objective(s).
1.7	<ul style="list-style-type: none">• Gifted/talented students set their own “next steps” in response to feedback.
1.8	<ul style="list-style-type: none">• Utilizes heterogeneous and homogeneous grouping depending upon the explicit learning objective. Gives gifted/talented students opportunities to collaborate specifically with one another.• Clusters by academic need for instruction, as appropriate.

INTERVENTION Appendix

Essential Awareness for Intervention

- Interventions may be necessary for students who are performing below grade level. The goal is to accelerate students’ learning in order to close the academic gap between them and their peers through responsive, differentiated, direct instruction.
- Intervention delivery varies in intensity (group size), frequency and duration depending upon students’ needs and the intervention program being used. Interventions may take place within a classroom or as a “pull-out”.
- To be effective, interventions should:
 - Be explicit, well organized, structured and systematically integrated with the general education practices of the standards-based core curriculum.
 - As appropriate, include higher-order processes, even for students whose foundational skills are below grade level.
 - Use frequent progress monitoring to track growth and inform instruction.
 - Teach self-regulation strategies. Planning, self-monitoring and self-correction of actions are taught, prompted and reinforced by routines, explicit expectations and differentiated support.
 - Be linguistically and culturally responsive to students’ needs.
- Guided Reading Plus is a district approved in-class or “pull-out” intervention resource for students reading below grade level. Guided Reading Plus emphasizes problem solving strategies, comprehension, fluency, word-solving strategies and reading and writing links during guided reading, word building activities and shared writing. Each Guided Reading Plus lesson has specific components taught in an intentional sequence for specific purposes.

INDICATOR	
LE.1	
LE.2	<ul style="list-style-type: none"> • Students taking leadership roles and making self-directed choices will rarely be observed. • Teacher shows respect for and motivates students by making connections, building on strengths and targeting specific needs.
LE.3	
LE.4	<ul style="list-style-type: none"> • Classroom is arranged to facilitate teacher-to-student interaction to the extent possible. • Students’ work may not be posted due to limited space.

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INTERVENTION Appendix *(continued)*

INDICATOR	
I.1	<ul style="list-style-type: none"> • There may be multiple rigorous objective(s) that focus on foundational processes and strategies and/or spiral throughout the lesson dependent on students' needs. The objective(s) are still connected to a larger rationale (e.g., "We are going to ___ because good readers ___"). • The objective(s) may change or vary within a given lesson since the teacher is responding to the students in real time. • Guided Reading Plus Lessons: In an effort to develop student automaticity, content-language objective(s) may not be specifically stated nor may students be asked to state the content-language objective(s) or their strategies. Evidence of Effective practice includes students independently applying the strategies that the teacher is teaching, prompting and reinforcing toward.
I.2	<ul style="list-style-type: none"> • In some cases, intervention lessons may be focused on solidifying what students already know, which is considered rigorous because this supports new learning. • Guided Reading Plus Lessons: Learning to read is, in and of itself, rigorous. The discussion of the text on the reading day requires literal comprehension. Deep, high-level thinking is incorporated into the writing day. • Guided Reading Plus Lessons: It may not be appropriate for students to identify exemplar work or critique each other.
I.3	<ul style="list-style-type: none"> • Instructional methods may serve to reinforce prior learning, rather than build, to solidify students' foundational skills. • Guided Reading Plus Lessons: The amount of student/teacher talk may look different than a traditional lesson. Some lessons are more about comprehensible input (to ensure successful reading of the text and quality discussion afterwards), so students may do more listening to the teacher than talking.
I.4	
I.5	<ul style="list-style-type: none"> • Level of questioning will vary depending upon the skill being taught during the intervention; however, there should be evidence of scaffolded questions.
I.6	<ul style="list-style-type: none"> • In an individual or small-group setting, the intervention period is the differentiation. While the task may be the same, the teacher should respond differently to each student based on his/her needs. • Teacher judgment is used to determine appropriate amount of wait time and answers may be provided to students for various reasons (e.g., keep the lesson moving, keep students focused on their current needs). • Teachers constantly guide, scaffold and respond to students' strengths and needs throughout the lesson.
I.7	
I.8	<ul style="list-style-type: none"> • In individual or small-group interventions intended to accelerate the learning of struggling students, cooperative group-work may not be necessary, but is encouraged. • Guided Reading Plus Lessons: Since this is small-group guided practice with a highly expert teacher, there may be limited student collaboration. • Students may demonstrate progress toward mastery through oral collaboration (e.g., interactive writing).

MONTESSORI Appendix

Essential Awareness for Montessori

- Montessori classrooms are physically designed to accommodate students' choices, with different areas for individual-, small-, and large-group work.
- Students work with specially designed learning materials that are displayed on open, easily accessible shelves. Materials are arranged left to right (the way we read) in order of their sequence in the curriculum, from the simplest to the most complex. Each material teaches a single skill or concept at a time. As students progress, the teacher replaces some materials with others, ensuring that the level of challenge continues to meet their needs.
- The teacher thoughtfully prepares a classroom environment with materials and activities that entice students' learning. The teacher is generally not the focus of attention and frequently leads a lesson or confers with an individual student or a small group of students. Montessori teachers enthusiastically probe and receive what original ideas students generate. Lessons are often experiential, with students engaged in discovery and practice during their work time.
- In a given 45–60 minute observation period, the teacher will give at least one lesson. Observers may speak to students to find out what they are learning.

INDICATOR	
LE.1	<ul style="list-style-type: none">• Effective teaching behavior examples may include:<ul style="list-style-type: none">▸ Intentionally redirecting students who are wandering without purposeful work.▸ Using a variety of multicultural materials, prioritizing the students' cultures.
LE.2	<ul style="list-style-type: none">• Teacher intervenes with additional strategies after the lesson for students to persevere in the face of difficulty.
LE.3	
LE.4	<ul style="list-style-type: none">• Some classrooms may not display students' work on the walls, opting instead for walls free of clutter. Current and/or relevant students' work; however, must be well-represented in individual students' portfolios or work files.• Students may maintain their own portfolios/work files.

MONTESSORI Appendix *(continued)*

INDICATOR	
I.1	<ul style="list-style-type: none"> • Teacher explicitly models the content activities/tasks connection to the content-language objective(s). Modeling is an important part of the Montessori classroom. • Montessori lessons often focus on one small component of a larger, standards-based objective. • Teachers often spend more time reviewing relevant earlier lessons as opposed to connecting the lesson to the “unit goals”, providing the opportunity for students to make those connections to the “larger unit goals” on their own throughout the lesson and the unit.
I.2	<ul style="list-style-type: none"> • Tasks require students to extend their learning by utilizing increasingly complex materials. Montessori materials are used in almost all lessons and students are encouraged to master the physical materials until they are able to abstract the concept on their own. Although students may seem proficient at manipulating the materials, the teacher still works with them because they have not mastered abstraction. • Questions tend to be minimal during a lesson. Students are shown how to use the materials during the lesson and then questions arise during their independent work with the materials. • Digital resources/tools may be minimally used in lower elementary grades due to the nature of the curriculum. In the upper elementary grades, digital tools become more relevant in the students’ research projects and presentations.
I.3	<ul style="list-style-type: none"> • Montessori lessons are often short in order to focus on one small component of a larger standards-based objective. • Pacing may seem slower than necessary because the Montessori lessons are deeply scaffolded so students can truly internalize each part of the “unit of study”. • During a sensorial lesson, oral and/or written language may not be observable due to the nature of the lesson’s purpose.
I.4	<ul style="list-style-type: none"> • Some initial Montessori lessons may be done silently per the curriculum, so academic language use may not be observed during the period of time the lesson is provided. • Teacher acknowledges students’ use and attempts at using academic language, including original and invented language, beyond the lesson’s prescribed academic language. • Some early Montessori lessons in which nomenclature is the focus could only include the vocabulary word, so the word may or may not be used in a complete sentence.
I.5	
I.6	
I.7	
I.8	

MUSIC Appendix

Essential Awareness for Music

- Observers should be aware that the frequency and length of classes varies widely throughout the district. Teachers may see a given class as few as twenty class sessions for the entire school year. Individual students may have gaps in music knowledge due to the varying amounts of time schools schedule music instruction (e.g., School A’s students have music every other year. A student from School A transfers to School B, where music is taught each year.).
- At least 50% of any given lesson is performance-based (e.g., singing, playing, creating/composing, etc.).
- Music teachers focus on process and performance, promoting a well-roundedness that is found in the new music standards (e.g., music literacy, analysis, etc.).
- Standards are taught through repertoire (seen mostly at the secondary level).
- Reading and performing notated music (traditional and non-traditional) is a rigorous task.
- For the music context, a “text” in the Framework for Effective Teaching may refer to anything that provides the student information requiring interpretation (e.g., music notated by standard notation or non-traditional symbols, recorded and/or live music performance, etc.).

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Teacher selects music repertoire from a variety of cultures. When applicable and appropriate, repertoire is representative of the students in the class. • Teacher selects vocal repertoire in a variety of languages. • Teacher uses performance exemplars of people whom students can identify with.
LE.2	<ul style="list-style-type: none"> • Examples of leadership roles: students may lead warm-ups, serve as section leaders, provide input on music selection, perform solos, serve as exemplars for classmates. • Teacher reassures students and addresses concerns about performing in front of others by modeling ways to overcome stage fright and providing adequate time for students to become comfortable in front of an audience.
LE.3	<ul style="list-style-type: none"> • Effective transition times can vary due to environmental or activity constraints. • Class rituals for specific activities are in place (e.g., moving from whole-group to small-groups, transitioning to and from instruments, transitioning from audience to stage).
LE.4	<ul style="list-style-type: none"> • Physical classroom arrangement is conducive to large- and small-group activities, giving teacher access to all students. • Musical instruments/equipment are used, cared for and stored appropriately (e.g., instruments are in cases, stored on shelves or in cabinets, students play and carry instruments with proper care). • Students store repertoire, folders and notebooks properly and know how to access them when needed. • Students serve as performance exemplars (solo or group). • Academic tools in a music classroom can include students’ instruments and/or a student’s own voice. • Academic resources in a music classroom can include: YouTube, a metronome, a tuner, software, etc. • Academic supports in a music classroom can include: posted resources about fingerings, instrument families, composers, rhythm charts, etc. • Digital tools in a music classroom may include: Garage Band, electronic keyboards, computers, etc.

Continued next page

MUSIC Appendix *(continued)*

INDICATOR	
1.1	<ul style="list-style-type: none"> • Long-term goals (unit goals) are used to create and/or connect to the daily objective(s) for classes. • Particularly in Orff or Kodaly classrooms, effective questioning can lead to students' discovery of the content-language objective(s) by the end of the lesson, through exploration of new concepts and/or skills.
1.2	<ul style="list-style-type: none"> • Students provide solutions to performance problems and the rationale for their solutions. • Students provide performance rationale (i.e., for self and others). • Students may demonstrate critical thinking skills through performance responses. • Reading and performing appropriately rigorous notated music (traditional and non-traditional) is a rigorous task (e.g., singing, playing instruments, clapping patterns). • Creative tasks such as composition and improvisation are examples of possible rigorous tasks.
1.3	<ul style="list-style-type: none"> • Teacher uses musical instructional methods to support the standards (e.g., Orff, Kodaly, Dalcroze, Suzuki, Gordon, Alexander, etc.). • Teacher begins performance and non-performance classes with musical concept(s) aligned to warm-up activity. The warm-up activity can be music, oral or written.
1.4	<ul style="list-style-type: none"> • Teacher provides opportunities for students to use academic language in authentic ways through performance. • Academic language may include rhythmic syllables (e.g., ta, ti ti, du ta de, tiri tiri, 1 2 3 + 4, etc.) or the demonstration of melodic notation (e.g., note names, step numbers, solfege syllables such as do, re, mi, etc.).
1.5	<ul style="list-style-type: none"> • Students may respond to questions through performance execution. • Observation may be a check for understanding (e.g., If the objective is proper singing technique, teacher may observe students' execution and then provide feedback.).
1.6	<ul style="list-style-type: none"> • Teacher uses verbal, visual and kinesthetic experiences to enhance learning. • Teacher makes content accessible through skill and form demonstration. • Differentiation adjustments may occur through one-on-one private conferencing with students. • The parts assigned to students within the ensemble can indicate differentiation.
1.7	<ul style="list-style-type: none"> • Feedback may include but not be limited to correct posture, embouchure and instrument/mallet position in addition to descriptive feedback about the content-language objective(s).
1.8	<ul style="list-style-type: none"> • Verbal and non-verbal responses are appropriate depending on the lesson and activities. • Students collaborate as they participate in whole-group, small-group and partner performances, as evidenced by sharing conversations, exhibiting collegiality, encouraging classmates, performance activities and coaching peers.

NEWCOMER/MAJORITY ACCESS LEVELS 1 & 2 Appendix

Essential Awareness for Newcomer/Majority ACCESS Levels 1 & 2

Newcomers/ACCESS Levels 1 and 2 students have deep funds of knowledge due to their rich cultural and linguistic experiences and should therefore be viewed from an asset-based perspective. Teachers who build strong relationships, tap into the students' assets and connect to their background knowledge and experiences, have the greatest potential to support students' academic achievements. Newcomer/ACCESS Levels 1 and 2 students are grouped in classes according to language level. Many aspects of the school may be new for these students: the language (e.g., students' home languages may have vastly different sounds/structures), the school setting, even classroom materials, as well as the content knowledge itself. Literacy (e.g., language structure, text directionality, page orientation) may look vastly different in the students' home languages. Newcomer students can have extensive needs, including social/emotional needs. When students are also refugees, they can bring trauma from past experiences with them into the classroom, so a positive learning environment is especially important.

The main focus of the class is English language acquisition through meaningful content. Sheltering is essential to give students access to grade-level content. The observer needs to be aware that within the class, different levels of rigor are appropriate for different students based on their varying language levels. Newcomers'/ACCESS Levels 1 and 2 students' next steps in learning may look different from native English same-grade peers.

Newcomer: A student who has been in the United States less than two years. These students may come from war-torn countries and have no, limited or interrupted formal education.

ACCESS Levels 1 and 2: Students born in the United States or from other countries with an ACCESS score of 1 or 2 across some or all language domains (Reading, Writing, Speaking, Listening).

Sheltering: Involves embedding content in context (e.g., making input comprehensible by using visuals, gestures, etc.) and controlling the language register to focus on high-frequency words. Language register is one of many styles of language determined by such factors as social occasion, purpose and audience. Register is also used to indicate degrees of formality.

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Connections to students' home cultures may be more obvious in the newcomer setting and should be asset-based.
LE.2	<ul style="list-style-type: none"> • Teacher creates a warm, inviting classroom in order to lower students' affective (i.e., emotional) filters so students feel safe in taking risks. • Engagement and motivation may be expressed differently in a newcomer classroom; observers may not see students verbally participating. Students in the "silent stage", for example, may express engagement and motivation through non-verbal cues.
LE.3	<ul style="list-style-type: none"> • There may be new students added to the classroom throughout the year who have never attended school. • Perceived off-task behavior may be due to unfamiliarity with school norms.
LE.4	<ul style="list-style-type: none"> • Supports (e.g., realia, pictures, songs, experiences and other visuals) may be important examples of academic tools that help embed content into context.

NEWCOMER/MAJORITY ACCESS LEVELS 1 & 2 Appendix *(continued)*

INDICATOR	
I.1	<ul style="list-style-type: none"> • Content-language objective(s) may be communicated in various ways based on language levels. • Objective(s) are aligned to Common Core/WIDA/language acquisition process. • Due to students' needs, lessons may be aligned to grade-level state standard and/or school readiness behaviors*.
I.2	<ul style="list-style-type: none"> • Rigor will be observed at the student's Zone of Proximal Development. Observers should be aware of the balance between content and language load. "Can-Do" descriptors and Performance Definitions can be used to determine linguistically appropriate expectations. • Visuals/graphics, manipulatives/sensory, grouping, interactive structures and other scaffolds are important supports for newcomers to be able to access the rigor of the lesson aligned to academic standards. • Time may be focused on learning the structure of the routine.
I.3	<ul style="list-style-type: none"> • Comprehensible input and student think time are extremely important. Pacing should be adjusted to support students' learning. The teacher will apply instructional practices that support language development: extended time, using gestures, facial expressions, increased student interactions, demonstrating with realia or utilizing visuals/graphic supports.
I.4	<ul style="list-style-type: none"> • Academic language may also include basic school vocabulary and high-frequency words. • Academic language may be linked to phonics, letter sound awareness, decoding, then application; or a focus on metacognitive strategies. • There may be a focus on simple sentence structures or even basic words, mixed with harder words given in context. • It is appropriate for ACCESS Level 1 students to demonstrate academic language through a variety of means [echo reading, pointing, saying yes and no (one word responses), repeating, reading, completing sentences and/or beginning a sentence]. ACCESS Level 2 students can be expected to respond using complete sentences, sentence stems and expressing more than one idea.
I.5	<ul style="list-style-type: none"> • Teacher will check for understanding of the content-language objective(s) and may also check for understanding of rituals/routines. • Determining whether misunderstandings stem from content or language is essential. If the check for understanding indicates an adjustment in the lesson is necessary, the teacher will determine if the focus should be on language and/or content. • Checks for understanding may include oral or physical responses.
I.6	<ul style="list-style-type: none"> • Differentiation must be based on language level and should account for skill-set and background knowledge. • An effective support for ACCESS Levels 1 and 2 is the strategic use of the students' home languages. This support may come from adult or student native speakers.
I.7	<ul style="list-style-type: none"> • Feedback may focus on language, rituals and routines or task completion. Motivational feedback/encouragement is appropriate. • Some feedback may be in the form of recasting (i.e., repeating what a student said in academic English). It may include visuals or simplified language. Next steps may be geared toward repetition of the same concept.
I.8	<ul style="list-style-type: none"> • Opportunities to communicate and collaborate are essential for newcomers at all language levels. More collaboration may be seen as students' language levels progress, but at the beginning may include echoing and repetition with each other. • During the silent period, students develop expressive language when actively listening as an audience member, even if they are not verbally communicating/collaborating. Expectations are aligned with students' language levels. • Digital resources should be used to provide pictures and home language support.

***School readiness behaviors** refers to behaviors that need to be in place for students to grow and allow others to grow in the school setting. They include both conduct (e.g., how to hold a pencil, sit in a chair, use western toilets, etc.) and social norms (e.g., taking turns, how to ask and answer questions, etc.).

Essential Awareness for Pathway Schools: Engagement Centers, Multiple Pathway Schools, Intensive Pathway Schools

- Each Pathway School targets a specific alternative population, based on students’ ages and number of credits needed for graduation. Students at Pathway Schools (Contemporary Learning Academy, DC21, Summit Academy and Vista Academy) and Engagement Centers (PUSH Academy, Respect Academy and West Career Academy) have at least one at-risk factor. The Intensive Pathway Schools (Compassion Road, Emily Griffith High School, Excel Academy, Florence Crittendon High School, Gilliam and PREP Academy) also target a specific high-needs population.
- Each Pathway School offers students the opportunity to gain more than a year’s worth of credit in one school year. As a result, school terms vary: some Pathway Schools are on trimesters, some are on quarters and one is on hexters (six-week terms). Teachers adjust curriculum accordingly.
- Teachers address students’ social/emotional needs in addition to academic needs. Each school approaches this in its own way.
- Cultural responsiveness is a critical component of Pathway classrooms due to the disproportionate number of students of color and/or poverty being served in alternative schools. Relationships between teachers and students are critical as well. Teachers who know students on a deep, personal level can differentiate both instructional strategies and behavioral interventions.
- Class sizes are generally small, sometimes limiting opportunities for student collaboration but allowing for deeper relationships to develop.

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Differentiated supports may be necessary to promote engagement with reluctant students in order to increase equity and access to the curriculum (e.g., A student may be reluctant to share cultural perspectives with the whole group, so the teacher utilizes a Turn and Talk procedure to facilitate engagement with another student.). • Based on individual student profiles, body language and/or derogatory speech may not be indicative of level of comfort, safety or engagement in class. Teacher responds to and engages individual students accordingly.
LE.2	<ul style="list-style-type: none"> • Students taking leadership roles and making self-directed choices may require additional prompting and encouragement. • Teacher shows respect for and motivates students by making connections, building on strengths and targeting specific needs. • Overt cooperative efforts, academic risk-taking and/or peer interactions may require additional supports. • Students encouraging their peers for academic risk taking and perseverance may be indicative of Distinguished evidence for students’ behaviors (e.g., Students acknowledge academic and behavioral risk taking of other students.).
LE.3	<ul style="list-style-type: none"> • Positive behavioral interventions are consistently applied to support students’ behavioral and/or engagement needs. <ul style="list-style-type: none"> ▸ Some examples may include: proximity control, redirection, maintaining a neutral tone of voice in order to minimize power struggles, prompting, caring gestures, directive statements or other language/actions aligned with schools’ behavioral programs. • Misbehavior and engagement issues are supported strategically and according to individual and school policy and expectations. Teacher may be working for reduction, rather than elimination, of inappropriate behaviors. • Student body language may not be indicative of engagement level. • Since students may have challenges with transitions, all transition rituals and routines are consistently emphasized and taught through multiple repetitions. Teacher may use visual cues/strategies to support transitions. • Teacher provides descriptive feedback about behavior to reinforce classroom expectations. • Students can explain the behavioral and engagement expectations of the classroom and school environment (e.g., Students take time at the end of class to rate themselves on academic and behavioral expectations.).
LE.4	<ul style="list-style-type: none"> • Classroom is arranged to facilitate teacher-to-student interaction. • Additional areas designated for specific academic and emotional needs may be available within the classroom environment.

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PATHWAY SCHOOLS: ENGAGEMENT CENTERS, MULTIPLE PATHWAY SCHOOLS, INTENSIVE PATHWAY SCHOOLS Appendix *(continued)*

INDICATOR

INDICATOR	
I.1	<ul style="list-style-type: none"> • Students often have individualized objectives and are able to articulate them. • There may be multiple objectives that focus on foundational processes and strategies and/or spiral throughout the lesson dependent on students' needs. • Students have multiple opportunities to observe, discuss and rehearse (interact with) their understanding of the classroom content-language objective(s).
I.2	<ul style="list-style-type: none"> • Rigorous tasks are within the context of the students' Zone of Proximal Development, with grade-level standards as the goal (e.g., Students may be working on precursor skills to prepare them for grade-level concepts and standards.). • Rigorous tasks are appropriately designed with students' social and emotional needs in mind. Students will critique thoughts and ideas; however, critiquing one another may require additional scaffolds.
I.3	<ul style="list-style-type: none"> • Sequencing and/or instructional methodology will be dictated by the curriculum and/or the teacher's focus on specific students' needs. • Pacing ensures that multiple objectives can be addressed in short periods of time in order to finish the course within the accelerated time frame.
I.4	<ul style="list-style-type: none"> • Students have multiple opportunities to observe, discuss and rehearse (interact with) academic language within the context of the lesson. • Rehearsal may require additional supports based on students' behavioral needs and level of comfort (e.g., Students write responses for Turn and Talk, then read as a script to one-another.).
I.5	<ul style="list-style-type: none"> • Teacher will check for understanding of behavioral and procedural expectations in addition to academic expectations.
I.6	<ul style="list-style-type: none"> • Teacher recognizes the strengths and needs of the group as well as individual students. Appropriate scaffolds are present and function predominantly to support the content-language objective(s) as well as behavior management necessary within the lesson. • Additional scaffolds, expectations and opportunities may be needed to promote student questioning, comments and participation.
I.7	
I.8	<ul style="list-style-type: none"> • Overt cooperative efforts or peer interactions may need additional supports. • In classes intended to accelerate the learning and acquisition of credits, students may be at separate points within the unit curriculum. Collaboration may be project-based (not occurring daily) and is encouraged/appropriate. • Students' engagements in communication and collaboration are reflective of the emotional and social needs of students. When students are reluctant, disengaged and/or defiant; the teacher communicates expectations and collaborates with the students to create a strategic plan of re-engagement for the students within the classroom community.

PHYSICAL EDUCATION Appendix

Essential Awareness for Physical Education

The National Association for Sport and Physical Education (NASPE) recommends that schools provide 150 minutes of instructional physical education for elementary school children and 225 minutes for middle and high school students per week for the entire school year. A quality physical education program provides:

- Learning opportunities.
- Appropriate instruction.
- Meaningful and challenging content.
- Student and program assessment.

During physical education class, students should participate in moderate to vigorous physical activity 50% or more of the time. Observers should be aware that frequency and length of classes vary widely throughout the district.

NOTE: As recipients of the Colorado Health Foundation grant, physical education teachers might see other observers who are not part of LEAP. These observers use a tool called Systematic Observation of Physical Activity (SOFIT).

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Lesson allows time for students to reflect on culture, background experiences and/or connections to other sports/activities; however, the majority of class time should be spent in physical activity.
LE.2	<ul style="list-style-type: none"> • Provides an emotionally safe environment when dividing students into teams/partnerships.
LE.3	<ul style="list-style-type: none"> • Effective transition times can vary due to environmental or activity constraints.
LE.4	<ul style="list-style-type: none"> • Area is safe for students, void of any obstructions. • Provides equipment that is in good repair. • Instructs and monitors students on how to safely use equipment and space (e.g., protocol for waiting in line with rackets in hand, personal space when performing, appropriate depth of water in swimming pool). • Arranges space for students to see and hear instructions, minimizing environmental disturbances. • Provides adequate resources, as much as possible, for low student/equipment ratio to minimize student wait time. • Students' work and other supports on the walls may be minimal. • Examples of technology and digital resources may include: pedometers, heart rate monitors, iPods, DVDs, Dance Revolution, GPS, iPADS, WiiFit, sport simulators, digital cameras and timing systems in pools and on tracks. Technology, however, may not be appropriate for every lesson or learning environment. • May use students to demonstrate motion, movement, techniques, etc. to the class.

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PHYSICAL EDUCATION Appendix *(continued)*

INDICATOR	
I.1	<ul style="list-style-type: none"> • Long-term goals (unit goals) are sometimes used to create and /or connect to daily objective(s) for classes.
I.2	<ul style="list-style-type: none"> • A rigorous task requires students to use complex physical skills and/or physical fitness components. • Lesson includes moderate or vigorous physical activity for 50% or more of class time, as evidenced by physical effects such as increased breathing and sweating. Low intensity movements such as warm-up and cool-down can also be a part of the lesson. • Responses to questions may be in physical form and/or by demonstration. • Students demonstrate critical thinking skills through physical responses. • Teacher facilitates problem solving and critical thinking through game situations (e.g., offensive and defensive strategies, rules application) and/or creative group projects.
I.3	<ul style="list-style-type: none"> • Uses grade-level curriculum appropriately, with skill progressions and supports. • Balance of teacher talk and student participation. • Students are physically active more than 50% of class time. • Provides extension activities that allow students to explore essential questions through body movement and skill repetition. (Distinguished category)
I.4	<ul style="list-style-type: none"> • Students primarily respond to academic language in a physical way, but their response could also be verbal and/or written.
I.5	<ul style="list-style-type: none"> • Responses to questions may be in physical form and/or by demonstration; written responses may not always be a part of the lesson. • Amount of questioning may be limited, but when it occurs, it should extend learning of skill acquisition, strategy and/or rule application. • Student physical responses can be a check for understanding.
I.6	<ul style="list-style-type: none"> • Uses verbal, visual and kinesthetic experiences to enhance learning. • Makes content accessible through skill and form demonstration. • Differentiates physical activities to meet diverse needs of students (e.g., teacher proactively plans for students to move closer and/or farther from target when throwing, adjusts size of target or manipulative density). • Differentiation adjustments may occur through one-on-one private conferencing with students. • Appropriate scaffolding is provided to allow most students (>75%) to accomplish the physical task.
I.7	<ul style="list-style-type: none"> • Feedback should include skill drill, body positioning and alignment (e.g., “Turn sideways”, “Elbow up”, “Follow through”, “Use the instep, not the toe to kick.”) in addition to descriptive feedback about the content-language objective(s). • Feedback may include physical demonstration that addresses skills, strategies, rules, content knowledge, etc.
I.8	<ul style="list-style-type: none"> • Verbal and non-verbal responses are appropriate for specific lessons and activities. • Examples of student collaboration can include exhibiting sportsmanship, encouraging classmates, performance activities and coaching peers.

SPED: AFFECTIVE NEEDS Appendix

Essential Awareness for Special Education: Affective Needs

- This appendix is applicable for any special educator working with a student with affective needs, regardless of whether the intervention is in a center program or provided through the mild/moderate special educator.
- Students with affective needs fall into two categories: social/emotional functioning and executive functioning (see the Autism Appendix on page 63 for a better understanding of executive functioning). The treatments are vastly different, but in either case, the students' behaviors impact their ability to access the general education classroom and/or social relationships. Students with mild/moderate affective needs receive services from a mild/moderate teacher, while students with severe to profound affective needs may receive services in an Affective Needs classroom. All students with affective needs have a functional behavior assessment and behavior intervention plan.
- An Affective Needs classroom provides a continuum of services with inclusive opportunities. In Affective Needs classrooms, students' behaviors can be so severe that emphasis is typically on behavior interventions. Academic instruction is still critical; however, behavior often has to be stabilized in order for students to access academic instruction. When the student is not receiving academic instruction in the general education classroom, then it is the expectation that the special educator is providing academic instruction.
- Programming for students with social/emotional needs is centered on positive behavior supports. These supports include a systemic incentive plan, individual reinforcement, group contingency, intermittent reinforcement, scheduled reinforcement and clear/positive reinforcement. Systemic programs are designed to teach pro-social skills. Such programs include personal and relationship success and pitfalls, inter- and intra-expectations, restitution overcorrection, strategies to "read" situations, executive functioning skills, action plans and evaluation of interactions, role plans and generalization of skills. Social/emotional curriculum includes social skills training, character education, coping strategies, empathy training, goal setting, anger management, emotional vocabulary and positive self-talk.
- Students with affective needs may have experienced traumatic situations in reference to their community and culture.
- Cultural responsiveness is utilized within an effective Affective Needs classroom as well to consider the issue of over-identification for some student populations.

NOTE: *During the Reflective Feedback Conversation, the observer may need to confer with the teacher about Individualized Education Programs (IEPs) and behavior plans.*

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Differentiated supports are evident to promote engagement with reluctant students, depending upon a student's behavior intervention plan, in order to increase equity and access to the social emotional curriculum (e.g., A student may be reluctant to share their cultural perspectives within a whole group so the teacher utilizes a Turn and Talk procedure to facilitate engagement with another student.). • Lessons should include a component of skill transfer (e.g., How will you use this skill within your math class?, How will you use this skill the next time you are triggered?, etc.).
LE.2	<ul style="list-style-type: none"> • Teacher explicitly teaches behavior and respect skills as part of the curriculum. • Teachers provide scaffolds that enable students to develop social and emotional skills (e.g., making eye contact with others, practicing receiving praise and giving compliments, etc.). • Academic risk-taking needs to be scaffolded in order to support students' needs.

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SPED: AFFECTIVE NEEDS Appendix *(continued)*

INDICATOR	
LE.3	<ul style="list-style-type: none"> • An effective teacher is proactive and strategic when supporting individual student behavior. Expectations are aligned with students' behavior plans. (Teachers and support staff are aware of each student's individual behavior plan and are utilizing strategies to ensure that students are learning appropriate behaviors.) • All transition rituals and routines are emphasized and taught through multiple repetitions. Teacher has supports in place to address these behaviors (e.g., Teacher uses visual cues/strategies to support transitions.) • Teacher may be working for reduction with the goal of elimination of certain behaviors in order to support the students' successes outside of the Affective Needs classroom. • Students can explain the level system as well as their personal behavior goals.
LE.4	<ul style="list-style-type: none"> • Classroom includes strategic areas including a "cool down" area, small- and large-group instructional locations. • Observers should expect to see level systems clearly posted to meet the needs of these students. • Observers should see clear classroom expectations and the classroom level system clearly posted. • Paraprofessionals are being utilized throughout the lesson period to support learning and behavioral needs.
I.1	<ul style="list-style-type: none"> • The content-language objective(s) are reflective of grade-level curriculum, social emotional goals and are supportive of Colorado Academic Standards (e.g., Morning Meeting: identify feelings, identifying goals for the day tied to the behavior plan, etc. Social-Emotional Intervention class: promoting positive interpersonal interactions, connections to real world experiences, etc.).
I.2	<ul style="list-style-type: none"> • All students need appropriate scaffolds and supports (e.g., visual, group and language) during rigorous tasks. • The social/emotional curriculum should include critical thinking skills and may include opportunities for self-reflection and reflection on the students' awareness of their own social environment. Opportunities for practice and application should be present in order to support students with transferring skills learned to the "real world" outside of the Affected Needs center).
I.3	<ul style="list-style-type: none"> • An effective teacher will have a contingency plan to continue instruction around the content-language objective(s) while meeting the social/emotional needs of students (e.g., paraprofessional takes over, dividing groups or classroom crisis plan). • Paraprofessionals are utilized throughout the lesson period to support both learning and behavioral needs as appropriate.
I.4	<ul style="list-style-type: none"> • Teacher also uses academic language related to the social/emotional lesson objectives. • Explicit modeling of academic language is often used to provide context for students. Additional supports are used (e.g., pairing an outline of steps with picture cues as a visual support when teaching new social skills).
I.5	<ul style="list-style-type: none"> • In addition to academic questioning, it is essential that the teacher uses questioning to help the students think through alternate or more appropriate behavioral responses. • Teacher should check for understanding within the context of the content-language objective(s) and may check for understanding with behavioral learning goals. • Opportunities for reflection include the content-language objective(s) and should include social and emotional learning.
I.6	<ul style="list-style-type: none"> • Behavior and crisis plans are evident within the classroom.
I.7	<ul style="list-style-type: none"> • Teacher should provide descriptive feedback on lesson content-language objective(s) and social/emotional goals (e.g., on a point sheet).
I.8	<ul style="list-style-type: none"> • Intentional opportunities and additional scaffolds should be present to teach communication and collaboration among students. • Scaffolds and supports should be present within collaborative groups. • Establishing clear expectations for communication and collaboration includes: teacher directed cooperation, scaffolded conversations and scripted discussions with the ultimate goal of increasing students' independence.

SPED: AUTISM Appendix

Essential Awareness for Special Education: Autism

- Students who fall within this category have executive dysfunction. Students with executive functioning disorders have issues with normal cognitive functioning, usually localized in the pre-frontal cortex, and include skills such as paying attention, shifting tasks in mid-stream and regulating behaviors. These students struggle with social skills, abstract thinking, language comprehension, regulating senses and problem solving. These disorders may include Autism, ADHD, traumatic brain injury, etc. Treatments for executive functioning include applied behavior analysis and structured teaching.
- Students with executive functioning disorders respond to applied behavior analysis or structured teaching techniques. Heavy emphasis is placed on hyper-structure and behaviorism. Examples of structured teaching include: modeling, cues, ample opportunities for repetition, hyper-scaffolding of tasks and great emphasis placed on rituals and routines. The appropriate use of visuals includes visual schedules and transition objects, but over-stimulation is a concern so the use of visuals may be de-emphasized.
- Students with executive functioning disorders may or may not have a Functional Behavior Analysis/Behavior Intervention Plan (FBA/BIP) depending on the severity of behaviors and their impact on social and academic learning.
- If the Individualized Education Plan (IEP) team determined the students need a more restrictive environment to meet their needs, they might be placed in: a Pragmatic Language Affective Needs (PLAN), a Multiple Intensive-Autism (MI-AUT), Multiple Intensive (MI) or a Multiple Intensive Needs-Severe (MIS) classroom. All center classrooms provide a continuum of services that include inclusive opportunities. These center programs have highly specialized staff that provide more intensive services not provided by generalist special educators (mild/moderate special educators).
- Programming for students with executive dysfunctions involves explicit teaching of skills and strategies typically learned incidentally. This includes direct instruction in non-academic skills such as daily living skills and communication/social needs. Academics are addressed based on the severity of needs. Students with higher levels of functioning, such as students in a PLAN classroom, can access the grade-level core curriculum with appropriate adaptations and modifications. Students in MI-AUT, MI and MIS classrooms may be participating in functional academics based upon expanded benchmarks or extended evidence outcomes. Extended Evidence Outcomes are alternative standards in mathematics, science, social studies, reading, writing and communicating for students with significant cognitive disabilities who qualify for the alternate assessment established by the Colorado Department of Education. They were formerly called Expanded Benchmarks. Use of paraprofessionals is critical in these classrooms. Teachers need to model expectations for paraprofessionals and provide corrective feedback as paraprofessionals work with students.

NOTE: *During the Reflective Feedback Conversation, the observer may need to confer with the teacher about IEPs and behavior plans.*

SPED: AUTISM Appendix *(continued)*

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Students need specific and targeted supports in order to provide equitable access. • Scaffolds should be present to support peer interaction or teach interaction between students. • Autism manifests differently for every student. Evidence of students' engagements needs to be considered in conjunction with each student's individual needs.
LE.2	<ul style="list-style-type: none"> • Motivation is often individualized and basic (i.e., tangible rewards); students might not respond to praise. • Students may require one-on-one support to initiate tasks. Appropriate scaffolds should be present to increase students' time on task. • Students should be working on appropriately scaffolded social skills (e.g., making eye contact with a peer, practicing praise, etc.).
LE.3	<ul style="list-style-type: none"> • Teacher addresses behavior in a very structured manner that emphasizes using tangibles to change behavior rather than talking through emotions (i.e., reinforcement of desired behavior), or the teacher may use tangible objects while talking through emotions. Behavior is addressed individually according to students' needs. • Individual and group behavioral support plans are evident and clear. The teacher may be working on reduction of inappropriate behavior instead of elimination (e.g., ignoring specific behaviors may be a part of the student's behavior intervention plan). • Students with executive functioning needs often have challenges with transitions. Transition rituals and routines are greatly emphasized and taught on an ongoing basis. Teachers should be responsive and supportive of these needs.
LE.4	<ul style="list-style-type: none"> • Multi-Intensive Autism classrooms are highly specialized and may not look like typical classrooms. There may be individual work-stations, "cool-down" areas, a purposeful lack of distractions on the wall (e.g., no word wall, pictures, students' work, etc.) and/or highly specialized equipment such as "shoe-box" tasks, large balls and adaptive equipment. • Assistive technology includes augmentative communication devices and computer programs. Low-technology devices are also utilized including picture exchange systems. • Paraprofessionals are resources that are utilized to assist students in progress toward mastery of skills.

SPED: AUTISM Appendix *(continued)*

INDICATOR	
I.1	<ul style="list-style-type: none"> • The Content-Language Objective(s) (CLO) should be communicated in multiple modes, depending upon students' needs (e.g., sign language, oral expression, use of picture icons, gestures, etc.). • Receptive/expressive language needs are taken into consideration when identifying function, form and supports of the content-language objective(s). • Non-verbal students use their alternative means of communication (e.g., picture exchange, eye gaze, etc.) to explain the expectation or the purpose for what they are working on. • Students demonstrate understanding of the content-language objective(s) as evidenced through their questions, comments and work using a variety of modes such as alternative communication and student response systems. • Standards-based content-language objective(s) may reference alternative standards. Alternative or modified standards can be found on the Colorado Department of Education (CDE) website (cde.state.co.us/coextendededeo). Alternative standards address real-world, life and adaptive functioning skills. • Students will utilize their preferred mode of communication to express the objective(s) of the CLO (e.g., sign language, augmentative communication, picture exchange, Spanish, etc.).
I.2	<ul style="list-style-type: none"> • Challenging tasks are within the students' zone of proximal development. • Students may need supports for rigorous tasks (e.g., modeling, positional readjustment, physical, verbal, visual and gestural prompts). For a skills based lesson, students are expected to apply or transfer the skill to a generalized situation. For example, with the "shoe box" task, sorting silverware can be transferred to a similar job or life skill. • Students have varying needs depending upon their language (expressive and receptive) and executive functioning skills. You may see evidence of complex tasks being scaffolded in order to meet the content-language objective(s). • Instruction of students with autism may include over-learned concepts accompanied by strategic complexity of the skill including transfer and application. Utilizing task analysis and backwards design is essential when planning lessons. • Teachers will often present the same activity throughout a lesson or during the day to emphasize routine, creating a classroom environment where students with autism are more likely to be successful. • Some students can excel in a specific category but typically excel in a skill that is over-learned, not in creation of new content. • Some classrooms focus on adaptive functioning skills (e.g., MI, MIS, MIA) that focus on practical life skills. Higher-level questioning may include application of the skill (e.g., "Which type of utensil would you use for ____ and why?"). • Students may show originality, consider different perspectives or respond to others through a variety of modalities throughout the lesson (e.g., verbally, sign, pictures, augmentative communication devices, etc.).
I.3	<ul style="list-style-type: none"> • Examples of research based methodologies include strategies and/or approaches such as: Social Stories, Applied Behavioral Analysis (ABA), Discrete Trial, Verbal Behavior (VB), Natural Environment Teaching (NET) and structured teaching (TEACCH). • Assistive technology includes augmentative communication devices and computer programs. Low-technology devices, including picture exchange systems, are also utilized. • Teachers often embed functional skills into instruction that students may use in other settings (e.g., sharing, using "safe hands", teaching pencil grip, naming everyday items, toileting skills, etc).

SPED: AUTISM Appendix *(continued)*

INDICATOR	
1.4	<ul style="list-style-type: none"> • Academic language is typically tied to functional communication. • Receptive/expressive language needs are taken into consideration and targeted within every lesson. • Students develop academic language by using new vocabulary (e.g., a sign, pictorial representation, etc.) while interacting with school materials, individual schedules and work programs. • Explicit modeling of academic language is used to provide context for students. Additional supports may be used (e.g., teaching when to cross the street at a cross-walk: teacher uses pictures, video and realia paired with the necessary academic language— “Step 1: look at crossing signal____.”, etc.). • Teacher uses academic language related to the social/emotional curriculum in addition to content curriculum.
1.5	<ul style="list-style-type: none"> • Students who are non-verbal may respond to questions using students’ response systems or by demonstrating a behavior. • Inquiry-based processes may be challenging for students who have autism. This requires abstract reasoning skills that can be challenging for students; therefore, asking students to explain/reflect on their thinking may require additional scaffolds.
1.6	
1.7	<ul style="list-style-type: none"> • Teacher provides descriptive feedback on behavior and behavior goals. Feedback may be presented using interactive low-tech tools such as a visual schedule or picture exchange communication system. • Feedback given to students with autism may include brief explanations or indications on feedback forms (e.g., pointing to pictures indicating success, marking on a point sheet, etc.). • Teacher may utilize tangible rewards in addition to academically-focused descriptive verbal and non-verbal feedback (e.g., discrete trial training).
1.8	<ul style="list-style-type: none"> • Students may demonstrate their communication of the content-language objective(s) through pointing, tangible objects and other non-verbal modes of communication. • Intervention to promote social interaction between students with autism and their peers needs to be systematically-planned for within lessons. Joint Attention Activities may include: <ul style="list-style-type: none"> ▸ Coordinating attention between people and objects. ▸ Sharing affect and emotional states with another person. ▸ Being able to draw another’s attention to something (e.g., one student is tapping; another or other students begins tapping; students smile as they share activity). • Social reciprocity. <ul style="list-style-type: none"> ▸ Imitation. • Effective teaching behavior examples may include: <ul style="list-style-type: none"> ▸ Taking turns with supports (e.g., passing “your turn”, “my turn” pictures, etc.). ▸ Social imitation (e.g., Teacher says: “Tell him thank you.” Student: repeats). ▸ Scaffolded reciprocal interactions. ▸ Teaching social gestures (e.g., having students shake hands with each other, teaching eye contact). <p>NOTE: <i>When a teacher is working one-on-one with a student, the observer should focus on the communication bullets within this indicator when scoring.</i></p>

SPED: DEAF AND HARD OF HEARING Appendix

Essential Awareness for Deaf and Hard of Hearing

- Students who qualify for an educationally significant hearing loss designation may be unable to access the speech sounds of language that directly impact access to the spoken language.
- Most students have some access to speech sounds and do not require the use of sign language. Nevertheless, language is greatly impacted. Specific therapy is needed over a long period of time to become a sophisticated listener.
- The biggest impact of hearing loss is limited language development; students with hearing loss struggle with phonology, semantics, syntax and pragmatics of the spoken language. Students with hearing loss also have significantly fewer opportunities to experience incidental learning. As a result, background knowledge is often limited. Teachers of the deaf and hard of hearing spend a great amount of time building background knowledge and developing basic skills and vocabulary.
- Students with a significant hearing loss may require a visual language such as sign language. The most common sign language is American Sign Language (ASL) which is NOT a representation of English. ASL is made up of 6,000 signs with its own unique syntax, figurative language and vocabulary. Students using sign language struggle with English language development.
- There are two types of programs for students who are deaf and hard of hearing: auditory oral and total communication. Sign language is typically used in total communication. The teacher should be speaking and signing at the same time, which is called simultaneous communication. In auditory oral classrooms, the teacher’s face should be visible to students during communication.
- Students identified with a hearing loss come to the classroom with varied backgrounds. Some have never heard before and receive their amplification for the first time at school. Some students have no language skills or are at an emergent stage of language development. This parallels the language development of a second language learner with one critical difference; the language of instruction becomes the students’ first language.

NOTE: *During the Reflective Feedback Conversation, the observer may need to confer with the teacher about the Individualized Education Plan (IEP) and behavior plans.*

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Deafness comes with a unique culture called “deaf culture”. Culturally responsive education for students who are deaf and hard of hearing includes: access to peers and adults who are deaf and hard of hearing, reference to historical figures who are deaf and hard of hearing, understanding deaf culture norms such as consistent eye contact, appropriate use of touch, use of deaf culture storytelling and communication using accessible technology.
LE.2	<ul style="list-style-type: none"> • Students may have challenges with social and academic language skills. Additional scaffolds, supports and supplemental aids are utilized to support communication. <ul style="list-style-type: none"> › Examples of supports: visual schedules and calendars, students’ response systems, visual-kinesthetic groupings. › Examples of scaffolds: task analysis of expected skills and direct instruction of each task. › Example of supplemental aids: using live captioning devices for communication.

Continued next page

SPED: DEAF AND HARD OF HEARING Appendix *(continued)*

INDICATOR	
LE.3	<ul style="list-style-type: none"> • Rituals and routines include teacher and students wearing hearing assistive technology at all times. • Some students require a sign language interpreter and the teacher allows the interpreter to be as close as possible to the speaker so the student can see the speaker and access the language at the same time.
LE.4	<ul style="list-style-type: none"> • Teachers may use preferential seating, line of sight, visuals and reduction of background noise to meet the needs of students. • Assistive technology appropriate for students with a hearing loss include: sound field systems, FM systems and personal amplification (e.g., hearing aids, Inner Cranial Implants, Cochlear Implants). Additional tools might include live captioning devices and smart pens. • Students' work and exemplars includes visuals, simplified language and typical language.
I.1	<ul style="list-style-type: none"> • Speech, listening and language targets are imbedded in all lessons. • Content-language objective(s) are critical for students with a hearing loss, whose deep deficit is in language development. In some situations the teacher of the deaf is also the speech teacher. Forms of language might include phonology as well as grammar and vocabulary. • The CLO should be communicated in multiple modes, depending upon the students' needs (e.g., sign language, oral expression, use of pictures, gestures, etc.). • Teachers may use picture icons to represent the language function when communicating the content-language objective(s). • Teacher uses alternative means of communication (e.g., picture exchange, eye gaze, etc.) to explain the expectation or the purpose for what they are working on for students with limited language skills.
I.2	<ul style="list-style-type: none"> • Rigorous tasks are complex, challenging and simulating; designed to access grade-level content. • Complex tasks are appropriately scaffolded (e.g., steps are broken into accessible parts; i.e., task analysis). • Challenging tasks are within the students' Zone of Proximal Development. • Stimulating tasks are age/grade level appropriate (adapting/modified content) (e.g., providing adapted, abridged grade-level literature that might include: graphic novels, visual media, use of closed captioning and appropriately interpreted through sign language). • Students with severe to profound language delays need tasks that are appropriately scaffolded in order to meet grade-level rigor. • Syntax structures, vocabulary and background knowledge may need to be taught for a significant amount of time as a part of the appropriate scaffolding. Higher-level questionings can still be a part of the instruction of lower-level skills. • Multiple means to demonstrate learning are present (e.g., use of visuals, deaf culture storytelling, oral expression).
I.3	<ul style="list-style-type: none"> • Observer may see unique instructional methods commonly used in deaf education that include: strong use of visual supports (e.g., comics, pictures, symbols), drama and storytelling, hand signs and gestures. • When addressing multiple modes of communication during instruction, an observer may see times when the teacher only uses sign or oral language. The teacher needs to ensure that all students have language access to the content in their preferred mode of communication during instruction. • Balance of teacher/student talk will include the students using their preferred mode of communication (e.g., augmentative communication, picture communication systems).
I.4	<ul style="list-style-type: none"> • Explicit modeling of academic language is often used to provide context for students. Additional supports are often used (e.g., pairing an outline of steps with picture cues as a visual support when teaching new skills). • Use of cooperative academic language techniques such as "Think, Pair, Share" are appropriately supported through the students' modes of communication and use of educational sign language interpreters or paraprofessionals.

SPED: DEAF AND HARD OF HEARING Appendix *(continued)*

INDICATOR	
I.5	<ul style="list-style-type: none"> • Students who are non-verbal or in an emergent stage of their language development might use students' response systems to respond to questions (e.g., student points to the picture/choices, uses yes/no cubes or cards with smiley/frown faces to respond). • Teacher checks for understanding using statements like: "Show me." and "What did I just say?" rather than "Do you understand?".
I.6	
I.7	<ul style="list-style-type: none"> • Teacher encourages/models explicit opportunities for students to give feedback to each other. • Feedback may be provided in the students' preferred modes of receptive communication (e.g., sign language, gestures, etc.).
I.8	<ul style="list-style-type: none"> • Students who have limited expressive language or poor articulation tend to have difficulty speaking/signing with other students who have similar language issues. Other adults in the room will serve as language models when verbal peers are not present.

Essential Awareness for Intellectual Disability (MI, MIS, MI-DHH)

- Students are identified with an intellectual disability only after rigorous testing to discern a learning disability versus an intellectual disability. Students identified with an intellectual disability fall two standard deviations below the mean in adaptive functioning, cognition and academics and can range from moderate needs (MI) to severe to profound needs (MIS). Students with moderate needs struggle with analytical thinking and may struggle with executive functioning and processing speed. Students with severe to profound needs typically require around the clock care and are rarely capable of independence.
- Students with intellectual disorders have issues with normal cognitive functioning that includes skills such as: analytical reasoning, paying attention, shifting tasks in mid-stream and self-regulating behaviors. These students struggle with abstract thinking, language comprehension and problem solving.
- Students who are placed in any multiple intensive (MI) classroom or any of the specialty classrooms (i.e., Multiple Intensive Severe, Multiple Intensive Autism, or Multiple Intensive Deaf and Hard of Hearing (MI-DHH)) need intensive instruction in adaptive functioning skills, including explicit teaching of skills and strategies typically learned incidentally (e.g., daily living and communication/social skills).
- Students in MI classrooms might be able to learn functional literacy and math skills. All MI classrooms participate in functional academics based upon Extended Evidence Outcomes (formerly called Expanded Benchmarks). Extended Evidence Outcomes are alternative standards in mathematics, science, social studies, reading, writing and communication for students with significant cognitive disabilities who qualify for the alternate assessment established by the Colorado Department of Education.
- Heavy emphasis is placed on hyper-structure and behaviorism. Examples of structured teaching include: modeling, cues, ample opportunities for repetition, hyper-scaffolding of tasks, great emphasis placed on rituals and routines and opportunities to demonstrate skills in both school and the community.

SPED: INTELLECTUAL DISABILITY (MI, MIS, MI-DHH) Appendix *(continued)*

INDICATOR	
LE.1	<ul style="list-style-type: none"> Teacher is aware of students' individual cultures, languages, home experiences, backgrounds, etc. that works in conjunction with the culture of the disability.
LE.2	<ul style="list-style-type: none"> Students may have challenges with social skills, understanding abstract concepts and perseverance of tasks; therefore, additional scaffolds, supports and supplemental aids are utilized. Examples of the scaffolds, supports and supplemental aids to support social skills, abstraction and perseverance include: <ul style="list-style-type: none"> Examples of supports: use of visuals, multi-media, sign language, visual-kinesthetic grouping, tangible rewards systems, use of prompts/visual cues to get started, use of pictures for communication of ideas with each other (e.g., picture exchange communication strategies). Examples of scaffolds: task analysis of cooperative roles and skills and providing direct instruction of the roles and skills (e.g., teacher assigns roles to cooperative groups). Examples of supplemental aids: communication devices, use of technology like Google docs for collaboration.
LE.3	<ul style="list-style-type: none"> Students with cognitive disabilities have varied skills in managing their own behavior. Some students need tangible rewards systems to shape behaviors while other students can reason and reflect on their behavior. Evidence is present that teachers proactively address students' behaviors based on the students' needs. Examples of Tangible Rewards: token systems paired with reinforcement statements and rewards, opportunity to practice the behavior to mastery. Examples of Reasoning and Reflection: reflections forms, reflective conversations. Students with intellectual needs typically have challenges with transitions. All transition rituals and routines are emphasized and taught through multiple repetitions. Visuals support the transitions. Transitions can trigger behaviors; however, teacher has supports in place to address these behaviors.
LE.4	<ul style="list-style-type: none"> Classroom environment is established in a way to support engagement of all students, thus supporting equity. Unique classroom structures are in place to support academic learning and physical needs. Examples include: <ul style="list-style-type: none"> Specialized equipment present based on needs: standers, cube chairs, diaper changing stations, large balls, assistive technology, etc. Academics Structures: individual work stations, "cool-down" areas, functional life skills stations for teaching hygiene, dishes, etc. and highly specialized equipment such as "shoe-box" tasks. Students' work and exemplars includes visuals, simplified language and typical language.
I.1	<ul style="list-style-type: none"> Standards-based content-language objective(s) may reference Expanded Evidence Outcomes (i.e., alternative standards for students who are Co-Alt eligible). Teachers should reference the Colorado State Standards to obtain the alternative standards (i.e., Expanded Evidence Outcomes) that are not present in the Common Core State Standards. Alternative standards address real-world, life and adaptive functioning skills. Non-verbal students use their alternative means of communication (e.g., picture exchange, eye gaze, etc.) to explain the expectation or the purpose for what they are working on. Students demonstrate understanding of the CLO as evidence through their questions, comments and work using a variety of modes such as alternative communication and students' response systems. This includes expanding on the larger picture. (Distinguished performance category) The CLO should be communicated in multiple modes, depending upon the needs of the students (e.g., sign language, oral expression, use of pictures, gestures, etc.). <ul style="list-style-type: none"> Teachers may use picture icons to represent the language function when communicating the content-language objective(s).

SPED: INTELLECTUAL DISABILITY (MI, MIS, MI-DHH) Appendix *(continued)*

INDICATOR	
1.2	<ul style="list-style-type: none"> • Rigorous tasks are complex, challenging and simulating with design to access grade-level content. • Complex tasks are appropriately scaffolded (e.g., steps are broken into accessible parts; i.e., task analysis). • Challenging tasks are within the students' Zone of Proximal Development. • Stimulating tasks are age/grade level appropriate (i.e., adapting/modified content) (e.g., providing adapted, abridged grade-level literature that might include graphic novels or visual media). • Higher-level Bloom's tasks are explicitly taught; uses scaffolds that have real world applications (e.g., analyzing a map to find the efficient route: teacher breaks down the function "analyze" into subsequent tasks likes comparing and contrasting routes paired with specific language that the students would use during the lesson). • Teachers leverage the content-language objective(s) to teach the most appropriate function of language including: describe/explain, compare and contrast, sequence, cause and effect and defend-propose-justify. • With appropriate scaffolds, students are able to express their thinking in increasingly complex ways through the use of their preferred communication modality.
1.3	<ul style="list-style-type: none"> • Inquiry-based learning may be evident within the context of life skills (e.g., determining the best buy for toilet paper, knowing the consequences for paying bills late). • Balance of teacher/student talk will include the students using their preferred mode of communication (e.g., augmentative communication, picture communication systems). • To effectively address students' challenges and misconceptions, teachers utilize appropriate scaffolds that include additional visual-kinesthetic and group supports.
1.4	<ul style="list-style-type: none"> • Academic language can be expressed through multiple modes of communication including: augmentative communication devices, picture exchange systems, sign language, gestures, expressions and eye gaze. • Academic language development includes scaffolds for receptive comprehension. • Students with an intellectual disability have challenges with communication and language development regardless of second-language learning. Strategies used for developing language with English Language Learners will also support students with intellectual disabilities; however, additional supports and repetitions may be needed.
1.5	<ul style="list-style-type: none"> • Teacher checks for understanding include use of the students' modes of communication. Students' response systems might be the most appropriate type of check for understanding. • Varied checks for understanding might include students explaining their thinking using their mode of communication or teacher circulating the room checking on their work.
1.6	<ul style="list-style-type: none"> • Typically differentiation occurs within the context of a lesson; however, differentiation might be needed for behavior, social and adaptive skills.
1.7	<ul style="list-style-type: none"> • Teacher provides descriptive feedback predominantly within the context of a lesson, in addition to behavior or behavior goals that might manifest during the lesson. • Feedback may be demonstrated in the students' preferred mode of receptive communication (e.g. sign language, gestures, etc.).
1.8	<ul style="list-style-type: none"> • Students share ideas, projects and work collaboratively on classroom tasks depending on communication modality. • Non-verbal students use their alternative means of communication (e.g., picture exchange, eye gaze, etc.) to communicate and collaborate with peers. • With appropriate scaffolds, students are able to communicate and collaborate with peers in increasingly complex ways through the use of their preferred communication modality. <ul style="list-style-type: none"> ▸ Examples of scaffolds for communication: task analysis of cooperative roles and skills and providing direct instruction of the roles and skills (e.g., teacher assigns roles to cooperative groups).

SPED: SPECIFIC LEARNING DISABILITIES Appendix

Essential Awareness for Specific Learning Disabilities

- Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. These students may have hearing impairment, vision impairment, medical needs, mild emotional needs and/or mild executive functioning needs.
- Students are served by mild/moderate teachers. A continuum of services must be available depending on individual students' needs, including "pull-out", one-on-one and integrated instruction. When in an integrated setting, the students' primary teacher is the general education classroom teacher. The mild/moderate teacher provides direct instruction that focuses on the psychological processing disorder and what is needed to treat the deficit. Often the focus of instruction is based on specific skill development designed to support the students in access to the core curriculum.
- In an integrated setting (e.g., "push-in"), mild/moderate teachers provide purposeful, planned, direct instruction in the general education classroom and do not simply monitor the accommodations that are the responsibility of the general education teacher. This might include pulling a group of students to the back of the classroom, team teaching the concepts to a small-group or the whole classroom or sitting side by side with students and providing instruction of concepts in class with specialized tools based on individual needs. Purposeful and pre-planned instruction based on an Individualized Education Program (IEP) goal is the cornerstone of integrated services in the general education classroom. Special educators should intervene prior to a student's obvious struggle.
- Mild/moderate special educators work with all students with mild/moderate needs including students with hearing or vision loss, emotional needs and executive dysfunction. A teacher working with students who have these disabilities should refer to the appropriate special education related appendix.
- The learning and IEP goals are determined through the Specific Learning Disabilities (SLD) qualification process often using such tools as special education screeners and root cause analysis process (e.g., [root cause] → [qualification] → [IEP Goals] → [Content-Language Objective(s)]).

NOTE: During the Reflective Feedback Conversation, the observer may need to confer with the teacher about IEPs and behavior plans.

INDICATOR	
LE.1	<ul style="list-style-type: none"> • <i>Co-Teaching</i>: The observed co-teaching model supports students' equitable access by addressing students' educational needs. (See Co-Teaching Guidelines.)
LE.2	
LE.3	<ul style="list-style-type: none"> • <i>Co-Teaching</i>: Teacher may develop and implement an individual behavior plan for a student that is independent of the classroom management system (e.g., point sheet or sticker chart). Co-Teacher should support the established classroom/school behavior management system.
LE.4	<ul style="list-style-type: none"> • <i>Co-Teaching</i>: Teacher clearly has established a learning environment in the general education classroom (e.g., at students' desks or a work station in the classroom). • <i>Co-Teaching ("Push-in"; Station Teaching)</i>: Teacher uses portable exemplar or rubrics for expectations or refers to classroom materials and may provide additional tools based on individual needs. • Assistive technology might include: recorded text, calculators, electronic manipulatives, etc.

Continued next page

SPED: SPECIFIC LEARNING DISABILITIES Appendix *(continued)*

INDICATOR	
I.1	<ul style="list-style-type: none"> • Content-language objective(s) are aligned with specifically designed instruction and supportive of students' learning goals. Connecting to the larger rationale would include supporting students with transfer of skills to the general education classroom. • <i>Co-teaching</i>: Observers evaluate the extent the Special Education Teacher is supporting the classroom content-language objective(s) and promoting access to the general education curriculum through appropriate accommodations.
I.2	<ul style="list-style-type: none"> • Rigor for students working on specific skills may involve transfer of the skills to the general education classroom. There should be evidence of instruction for the transfer of skills (e.g., "Push in": For students learning a skill in isolation the teacher prompts students to utilize the skill within their upcoming writing class.). • <i>Co-teaching</i>: Teacher prompts students to utilize skills from mini-lesson.
I.3	<ul style="list-style-type: none"> • In addition to demonstrating deep understanding of the content, the teacher also utilizes instructional strategies or methodologies that address processing disorders through accommodations and modifications within the differentiated classroom environment (e.g., Instructional strategies/methodologies may include additional processing time (i.e., wait time), visual, auditory and group supports.). • <i>Co-teaching</i>: The chosen co-teaching model (observed) is supportive of students' needs.
I.4	<ul style="list-style-type: none"> • The special education teacher may provide additional supports for students to demonstrate understanding and to utilize targeted academic language. • Students' receptive and expressive language needs may require additional supports including meaningful repetition, modeling and practice of the specific language target.
I.5	
I.6	<ul style="list-style-type: none"> • Extended wait time may be utilized for students with processing issues, especially processing speed issues.
I.7	<ul style="list-style-type: none"> • Teacher should provide descriptive feedback on lesson content-language objective(s) and social/emotional goals (e.g., on a point sheet).
I.8	<ul style="list-style-type: none"> • When the teacher is working one-on-one with a student or small-group, intervention opportunities for cooperation might be limited, but is encouraged in order to promote transfer of specific skills to the general education classroom. • When utilizing specially designed curriculums, the teacher incorporates targeted instructional moves and accountable-talk to promote opportunities for communication and collaboration among students (e.g., with a partner, students justify rule identification of syllable type within words).

TEACHER LIBRARIANS Appendix

Essential Awareness for Teacher Librarians

- Teacher Librarians collaborate with other disciplines and grade-level classroom teachers to enhance units of study with appropriate research skills, tools and technology-driven projects that work with their unique flex or fixed schedules.
- Teacher Librarians design and implement programs in their schools to facilitate literacy and promote a love of reading.
- Teacher Librarians teach students to independently locate, select, evaluate, synthesize and use relevant sources of information, both in print and digitally.
- Teacher Librarians offer instruction in the use of technology and equipment.
- Teacher Librarians ensure that culturally and academically diverse resources are available to all communities of learners.

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Develops and models cultural and global awareness employing a variety of resources at multiple reading levels, including digital tools (e.g., shared online documents, websites, email and video).
LE.2	<ul style="list-style-type: none"> • Encourages students' independent reading through avenues such as reader advisory (i.e., recommendations), book talks and/or displays.
LE.3	<ul style="list-style-type: none"> • Instructs, supports and monitors students' ethical and responsible use of print and media, including copyright and appropriate use of electronic resources and tools. • Works in close communication with classroom teachers to ensure timely transitions and students' responsibility for library resources, including the timely return of materials.
LE.4	<ul style="list-style-type: none"> • Provides print and digital resources that support classroom instruction. • Ensures that relevant materials (e.g., print, digital resources, etc.) are available and can be easily located by all students.
I.1	<ul style="list-style-type: none"> • Explicitly connects library objectives to teacher's classroom lesson or unit content.
I.2	<ul style="list-style-type: none"> • Models effective use of research and production tools to locate, analyze, evaluate and use a variety of informational resources. • Provides opportunities for students to create and publish innovative thinking and creativity using digital tools.
I.3	
I.4	
I.5	
I.6	<ul style="list-style-type: none"> • Provides print and digital resources that support the curriculum and the independent reading needs of all students. • Designs effective activities (e.g., research and technology projects) that support classroom differentiation.
I.7	
I.8	<ul style="list-style-type: none"> • Depending on the objective and time available, students may not be observed directly collaborating with each other.

Essential Awareness for Technology

- Technology teachers teach specific classes designed to develop students' skills in utilizing technology and digital resources to:
 - Enhance their learning and understanding of concepts.
 - Broaden their means of communication.
 - Augment their modes of collaboration in all aspects of their personal and academic life.
- Students spend most of their time interacting with the technology and becoming familiar with its use and will likely experience this while exploring various concepts or completing different school assignments from other classes.

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Develop cultural understanding and global awareness by engaging with learners of other cultures through digital tools (e.g., video conferencing, email, etc.).
LE.2	<ul style="list-style-type: none"> • Observer may hear teacher encouraging and monitoring digital etiquette/responsible social interactions related to the use of technology and information (e.g., commenting in collaborative documents, on a blog, using email, etc.).
LE.3	
LE.4	<ul style="list-style-type: none"> • Students' work may not be visible in the classroom because it is stored digitally. • Academic tools are a critical part of the technology classroom and are used throughout each lesson. The academic tools are the modus for the lesson. • Technology and digital applications are the content. Observer may see students focusing on digital resources rather than a method of enhancing different content. • Students understand and use technology systems and digital resources. • Students troubleshoot systems and applications.
I.1	
I.2	<ul style="list-style-type: none"> • Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
I.3	
I.4	
I.5	
I.6	
I.7	
I.8	<ul style="list-style-type: none"> • Students may demonstrate creative thinking, collaboration and communication through the use of digital tools (e.g., collaborative documents, video conferencing, blogs, online presentations, multimedia production, webinars, podcasts, etc.). • Depending on the activity, observers may or may not see student collaboration (e.g., in a technology class, students may be working independently on creating a digital project).

VISUAL ARTS Appendix

Essential Awareness for Visual Arts

- A high-quality Visual Arts program provides all learners the opportunity to develop and deepen their conceptual and cognitive abilities while demonstrating artistic skills and techniques to successfully communicate and express ideas and learning through artwork, speaking, reading and writing methods. Exploration and experimentation of various visual arts and design processes instills invention, creativity and independent lines of: inquiry, introspection, collaboration and technical skill development.
- Visual Arts Colorado Academic Standards provide the instructional framework for teacher developed units of study.
- Depending on the lesson objective, students are creating art to demonstrate their learning (independently and/or collaboratively) for 60%–70% of the class time.
- For the Visual Arts context, a “text” in the Framework for Effective Teaching may refer to anything that provides the student information requiring interpretation (e.g., a sculpture, a painting, student response to music as a stimulus).
- Progression of a unit should demonstrate a continuum of student collaboration (e.g. students collaborating in pairs, as a group, through the creation of artistic products, etc.).

INDICATOR	
LE.1	• Students share, discover and recognize cultural and personal aesthetics as they investigate and discuss various perspectives.
LE.2	• The motivating, engaging classroom environment allows for students to feel safe and take expressive risks with their art making, conceptual thinking and idea development. (Distinguished performance category)
LE.3	
LE.4	
I.1	
I.2	• Rigorous tasks can focus on any of the following: conceptual development, skills and techniques, inquiry or experimentation. • Higher-level thinking in a visual arts class can include innovation, divergent thinking, foresight, problem solving, imagination and visualization.
I.3	• Lesson pacing allows for students to progress in the concepts and skills for the particular art content.
I.4	
I.5	• In order for students to expand and/or adjust their understanding of the relevant concepts and skills, students critique their own artwork and the artwork of others.
I.6	
I.7	
I.8	• Student-to-student communication demonstrates a connection between skill development and conceptual thinking.

Essential Awareness for World Languages

- The best practices highlighted in this appendix are based on the Colorado Academic Standards for World Languages and the American Council on the Teaching of Foreign Languages (ACTFL) guidelines.
- Quoting the Colorado State Standards: “Learners usually require more than one year to progress from the novice-low to novice-mid range and may spend a significant amount of time within two adjacent ranges of novice-high and intermediate-low. Students’ level of language proficiency is dependent on both the length of instruction and the quality of instruction, that is, time spent in meaningful communication on topics that are relevant to students’ cognitive and interest levels.”
- **The target language must be used at least 90% of the time.** Students must be able to understand the teacher’s message, which can be observed through students verbally responding to the teacher’s questions or responding through body language (e.g., laughing at the appropriate cue).
- Acquisition of language occurs when students understand messages from listening to proficient advanced or superior speakers (most often the teacher), reading and viewing a variety of text types such as narratives, essays, informative/explanatory texts (such as letters, articles, journal entries, dialogs and brochures) in the target language.
 - *Input* is listening, reading and viewing.
 - Input leads to the acquisition of the language with novice or intermediate language students.
 - *Output* is speaking and writing.
 - Output from novice or intermediate language students does not lead to acquisition because students do not acquire language from speaking to or practicing the language with other novices.
 - In an effective World Language classroom, less than five percent of the time is spent on output activities among students.
 - Output is defined as answering the teacher’s questions; however, it is a necessary strategy and is not included in the five percent.
- Sheltering involves embedding content in context (e.g., making input comprehensible by using visuals, gestures, etc.) and controlling the language register to focus on high-frequency words.
- The best environment for second-language acquisition is one in which the teacher *uses* the target language instead of teaching *about* the target language in English (e.g., teaching grammar paradigms and rules).
- Effective language acquisition practices do not require students to “explain their thinking”.

INDICATOR	
LE.1	
LE.2	<ul style="list-style-type: none"> • Engagement can be demonstrated through students actively listening, watching and responding appropriately with body language and short answers. • “Acknowledging academic risk-taking” involves individual recognition of students who go beyond classroom expectations—such as recombining or applying a learned structure in new ways; using the language outside of the classroom. (Distinguished teacher behavior) • Distinguished student behaviors can include encouraging others to continue using the target language and/or performing classroom jobs responsibly such as acting, time-keeping, tallying, quiz writing, illustrating, etc.
LE.3	

NOTE: Depending on level, these bullets may or may not apply to Spanish Heritage Speaker classes.

WORLD LANGUAGES Appendix *(continued)*

INDICATOR	
LE.4	<ul style="list-style-type: none"> • Academic tools in the form of wall posters of the following types are essential in all World Languages classrooms and should be observed: <ul style="list-style-type: none"> ▸ Question words, high-frequency vocabulary structures (e.g., verb structures, common adjectives and adverbs, common adjectives and adverbs), numbers, colors, rejoinders (e.g., “Oh really?”, “You’re kidding!”, “That’s great.”, “I don’t know.”, “That’s too bad.”, “I’m sorry.”, “How do you say?”). ▸ Reading strategies are used to instruct novice learners in how to select and read independently in the target language (e.g., “three-finger rule”, reading in context, picture cues). ▸ Rubrics for writing and speaking in the target language are provided for students as a resource in preparation for assessments. • World Language classrooms should have a classroom library with a variety of literature in the students’ target languages (e.g., picture books, chapter books, novels, fiction and nonfiction). • Distinguished student behaviors can include: acting, consistently doing the gestures, giving creative details for the text, etc.
I.1	<ul style="list-style-type: none"> • In World Languages classrooms, the overall objective per the New Colorado Academic Standards for World Languages is: “Understand and interpret written and spoken language on a variety of topics.” • Teachers communicate the learning objective for the lesson which changes according to form and domain. • The function essentially stays the same: to demonstrate understanding. • Since the overall objective remains the same, conversation/discussion in English about objectives does not contribute to language acquisition and should be limited to only a few seconds. • “Invites students to collaboratively generate learning goals” can be observed when students demonstrate knowledge of best practices in language acquisition and suggest methods of input (e.g., gestures, scaffolded questioning, personalized questions, text-asking, reading, etc.). (Distinguished teacher behavior) • “Students expand on the larger picture” can be observed when students make connections to the ACTFL “Can-Do” statements (from the DPS Scope and Sequence). (Distinguished student behavior)

WORLD LANGUAGES Appendix *(continued)*

INDICATOR	
I.2	<ul style="list-style-type: none"> • Rigorous tasks include active listening, focused reading of comprehensible text and oral translation. • Rigor can be observed in the use of a variety of questions and the students' responses to those questions: low- to high-order. • “Problem solving” is acquiring the target language; students acquire the language when they comprehend the message. • In novice-level (Levels 1–3) World Language classrooms, students do not have the required language proficiency to justify and critique reasoning of themselves and others. • Rigorous tasks and critical thinking may be observed in the following ways:* <ul style="list-style-type: none"> ▸ Circumlocution ▸ Analysis: <ul style="list-style-type: none"> ◦ Answering why questions (e.g., when the answer may be either indirectly stated or implied in a text). ◦ Breaking down the main actions of the text. ◦ Using a Venn diagram to compare and contrast characters (e.g., physical description, personalities, likes/dislikes). ▸ Synthesis: <ul style="list-style-type: none"> ◦ Writing an original text. ◦ Composing a class text. ◦ Inventing new details for a text. ◦ Generating/inventing answers to hypothetical questions. ◦ Rewriting a text adding details/characters that were not in the original. ▸ Evaluation: <ul style="list-style-type: none"> ◦ Evaluating appropriate and inappropriate actions of characters. ◦ Comparing cultures. ◦ Predicting what will happen next in reading or a text. • For the Distinguished student behavior, “Students think about systems, not just isolated parts_____”. The teacher indicates a variety of tenses and perspective with phonemic awareness, consistent gestures and/or aural cues that lead students to develop a high-level of accuracy can be evidence of Distinguished behavior.
I.3	<ul style="list-style-type: none"> • Teacher speaks in the target language at least 90% of the class time. Target language is 100% comprehensible; students are observed responding appropriately. <ul style="list-style-type: none"> ▸ Teacher utilizes the target language more than 95% of the time and it is 100% comprehensible to students. (Distinguished teacher behavior) • Teacher uses repetition and questioning as strategies for language acquisition.
I.4	<ul style="list-style-type: none"> • The target language is the academic language. • Teacher should emphasize mastery of high-frequency words using the target language and spend little time explaining grammar concepts in English during a lesson. • The teacher is the only one in the classroom who can speak the language accurately and fluently; therefore, group work, cooperative learning and paired practice activities should be minimal as they do not lead to language acquisition. Minimal use of these activities may reinforce previously acquired language.* • “Enables students’ transfer of academic language to real world situations” may be observable in Personalized Question and Answer (PQA) , free writes, etc. (Distinguished teacher behavior)

* Depending on level, these bullets may or may not apply to Spanish Heritage Speaker classes.

WORLD LANGUAGES Appendix *(continued)*

INDICATOR	
I.5	<ul style="list-style-type: none"> • Effective questioning may appear more concrete, given students' command of the target language (e.g., yes/no, either/or, who, what, where, when, how).* • Whole-group questioning is appropriate, necessary and optimal; individual questioning occurs but with less frequency.* • Students do not have the language proficiency to correct misconceptions through peer critique and questioning.* • Progress monitoring occurs when students indicate they do not understand or need the teacher to slow down. • Utilizes student reflection document and/or "Can-Do" statements. (Distinguished teacher behavior)
I.6	<ul style="list-style-type: none"> • Effective questioning may appear more concrete given students' command of the target language (e.g., yes/no, either/or, who, what, where, when, how).* • Observer will most likely see whole-group, teacher-led activities with limited evidence of differentiation based on students' language proficiency levels.* • Examples of effective differentiation evidence can include: supporting students who cannot answer by repeating the questions, word wall supports, using gestures, using visuals, providing peer assistance, classroom "jobs" (e.g., text writer, quiz writer, tallier, actor, etc.).
I.7	<ul style="list-style-type: none"> • Teacher has control of the sequence of vocabulary and structure from the high-frequency list; therefore, an observer will rarely observe students set next steps and/or give one another feedback on their progress with tasks and learning. (Distinguished performance category) • Students do not have the language proficiency to provide academically-focused descriptive feedback to each other.* • Consistently uses the Can-Do statements to encourage students to identify next steps. (Distinguished teacher behavior) • Students consistently use the Can-Do statements to explain how their work/responses meet the expectations of content-language objective(s). (Distinguished student behavior)
I.8	<ul style="list-style-type: none"> • Students do not acquire language from speaking to or practicing the language with other novice or intermediate language students, so collaborative learning may not be observed. Collaboration most often occurs between the teacher and the students, not among students (e.g., students add details to teacher's whole-group guided text).* • Students do not yet possess enough vocabulary, structure or control to act as facilitators and cannot initiate and create questions for each other or the teacher.* • Encourages students to answer questions (e.g., when cued by the teacher, students' collaboration is observed in choral response). • Scaffolded questioning also involves differentiation of questions for students who process language at different rates. In the case of a high-level question (e.g., "Why?"), only a few students may be observed responding.

* Depending on level, these bullets may or may not apply to Spanish Heritage Speaker classes.

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OBSERVER RESOURCES

SUGGESTED OBSERVATION PRACTICES

Based on feedback from teachers and leaders, we developed a set of suggested practices for observers. These practices include additional guidance to consider when conducting observations, scoring observations, writing up feedback using the Classroom Observation Form (COF) and delivering effective feedback. We encourage you to review these suggested approaches regularly throughout the year with your leadership team, your Human Resources (HR) School Partners and your Instructional Superintendent/Executive Director (IS/ED) as you continue to improve the observation and feedback experience for the teachers at your school. While we encourage you to consider using some of these suggested approaches, we also encourage you to implement alternative approaches that have been effective for you. Ultimately, the School Leader, peer observer or other observer may use discretion to determine what approach to use for a particular observation or feedback session.

As School Leaders prepare to lead the observation and feedback processes, they may seek additional support as needed from IS/EDs and HR School Partners regarding:

- Managing the process (e.g., scheduling observations for the year)
- Calibrating on the Framework for Effective Teaching including the *Professionalism* domain
- Collecting Framework-aligned evidence during an observation and completing Classroom Observation Forms efficiently and effectively
- Providing feedback after observations
- Using observation and feedback data as part of a broader body of data to make strategic staffing decisions (e.g., preliminary renewal decisions, performance improvement plans, etc.)

In the fall, School Leadership Teams are encouraged to set observation and feedback-related goals for the year, including:

- The number of minimum observations, and what type, they will conduct for each teacher
- The LEAP school-wide area of focus for their school at the expectation level
- Approval of each teacher's Professional Growth Plan (PGP)

Effective instructional leaders have an accurate and informed perspective on the development needs of their teachers.

To prepare effective coaching cycles and professional learning opportunities for teachers, leaders:

- frequently meet with teachers,
- observe classrooms,
- participate in data team and Professional Learning Community (PLC) meetings,
- provide teachers with continuous feedback, and
- support growth in both the “on-stage” and “off-stage” portions of a teacher's educational practice.

Beyond the minimum requirement of scoring two observations in Schoolnet, we recommend that leaders conduct additional observations throughout the school year. Then, the instructional leader can prepare meaningful and actionable feedback that gives teachers concrete next steps to employ immediately. For example, if the teacher's PGP is focused on indicator I.2, the leader might focus observations and feedback on that indicator. Effective feedback conversations give teachers the insight needed to shift their practice and better meet the needs of students.

To support ongoing feedback cycles, we have differentiated recommendations for each of the three observation windows based on a teacher's status to help you determine how to implement suggested practices. During the school week, consider blocking off a set amount of time to complete observations in collaboration with all of the leaders on your leadership team (e.g., you observe every Tuesday from 11a.m.–2p.m. and ask your assistant principal to handle student or parent issues that arise and vice versa).

GUIDANCE FOR OBSERVING CO-TEACHING

We often receive questions about how to observe when multiple teachers are in the classroom. This section provides some recommended practices when you encounter this situation.

Co-teaching is utilized in many classrooms throughout Denver Public Schools (DPSs). The choice for co-teaching models should be based on the needs of the students and can vary lesson to lesson depending on students' needs. Teachers working together within a co-teaching environment should have equal responsibility for all students during the class period, though specialized [English Language Acquisition (ELA), Special Education, Gifted and Talented, Intervention] teachers' primary responsibility may be focused around a subgroup of students within the class.

Dr. Marilyn Friend, a respected national special education expert, identifies on her website (marilynfriend.com/approaches.htm) the major types of co-teaching as follows:

Teaming: In teaming, both teachers share delivery of the same instruction to a whole student group. Some teachers refer to this as having “one brain in two bodies.” Others call it “tag team teaching.” Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers' styles.

Station Teaching: In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third “station” could give students an opportunity to work independently. As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.

Parallel Teaching: On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they do so to a divided class group. Parallel teaching also may be used to vary learning experiences, for example, by providing manipulatives to one group but not the other or by having the groups read about the same topic but at different levels of difficulty.

Alternative Teaching: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.

One Teach, One Observe: One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together. The teachers should take turns teaching and gathering data, rather than assuming that the special educator is the only person who should observe.

One Teach, One Assist: In a final approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed. **This should be the least often employed co-teaching approach.**

It is important to understand the type of teaching model that is being implemented and to consider if the most appropriate model is being used for the class. Denver Public Schools supports the following co-teaching models: Teaming, Station Teaching, Parallel Teaching and Alternative Teaching. The One Teach, One Observe model would likely be utilized less frequently as it is primarily used to inform instruction. Data gathered using the One Teach, One Observe model may be utilized as evidence for

P.1 and P.2 in Professionalism to assess the teacher’s knowledge of students and use of student data. There are rare situations that the One Teach, One Assist Model, is beneficial.

When observing a teacher within a co-teaching model, we recommend considering:

- How does the school schedule affect the co-teaching? When measuring teacher effectiveness within a co-teaching setting, observers should take into account school systems/structures that affect the teacher’s performance within this context. Effective co-teachers have regular collaborative planning opportunities scheduled within the school day. During this time, teachers review data and plan lessons reflective of student needs.
- In DPS classrooms, co-teaching is most often seen in General Education classrooms that contain students with ELA, Gifted and Talented and/or Special Education needs.
- Who is being evaluated? The same lesson evidence could be cited in two different Classroom Observation Forms, but each teacher’s scores and evidence need to be considered separately. When completing a Classroom Observation Form in a co-teaching setting, an observer may want to include some explanatory context for the teacher that is being observed, such as: “This observation was conducted during a lesson taught by multiple teachers. ‘T1’ in the evidence refers to the teacher who was observed and scored during this lesson. ‘T2’ in the evidence refers to the co-teacher that was not scored for this lesson. T2’s comments may be referenced as additional context for this observation.”
- The interpretation of the observational data is affected by the co-teaching model and instructional moves. When scoring, an observer may consider: What are the co-teacher’s instructional moves that support the content-language objective(s)? What instructional moves is the co-teacher making that are different from the other teacher? How was students’ learning enhanced by the co-teacher’s efforts? Here are some examples:
 - If both teachers are delivering the same content (e.g., teaming, parallel teaching, etc.), then the observer may note the ways in which the observed teacher is supporting the Content-Language Objective(s) (CLOs) during a lesson. Is the co-teacher communicating the CLOs in a different way with particular students or breaking it down for a subgroup within the lesson?
 - If a CLO isn’t clearly communicated, then is the teacher supporting students to understand the content-language objective(s) and tasks as presented? Does the teacher bring additional language or visual supports based on individual student’s needs? Does the teacher modify the tasks for particular students based on students’ needs?
 - If the teacher is teaching different content (e.g., station teaching, alternative teaching, etc.), then the observer should expect to see a clear CLO for content presented. If the content taught within the subgroup is related to the overall lesson, then the teacher should connect the lesson back to the original content or support students with transference of skills to the primary setting. (Distinguished performance)
- The appropriate appendix/appendices should be used when evaluating a co-teaching environment (appendices begin on page 27).
- The observation/feedback cycle is generally limited to one of the teachers in the co-teaching setting. Observers are encouraged; however, to invite both co-teachers to the feedback conversation if they feel the combined conference would support the teaching environment and students’ outcomes.
- Additional resources around co-teaching:
 - Barger-Anderson, R., Isherwood, R., & Merhaut Ed.D., J. (2013). *Strategic co-teaching in your school: Using the co-design model* (1st ed.). Baltimore, MD: Paul H. Brookes Publishing.
 - Friend, M. (2007). Co-Teaching Connection by Dr. Marilyn Friend. Retrieved April 9, 2015, from: marilynfriend.com/.
 - Villa, R., Thousand, J., & Nevin, A. (2013). *A guide to co-teaching: New lessons and strategies to facilitate student learning* (3rd ed.). Thousand Oaks, CA: Corwin Press.

SCHEDULING SUGGESTED PRACTICES

Observation and feedback is an important and powerful way to improve teaching in your school and increase students' achievements. It is also a very time-consuming practice, so this section offers some resources to help you manage your time to ensure your observation and feedback cycles are prioritized and timely. We strongly encourage all new leaders to carefully review this section prior to the beginning of the school year.

- **Share Responsibility:** Work with your leadership team to strategically divide up observation and feedback responsibilities allowing you to build relationships and a deeper understanding of each teacher's practice.
- **Prioritize Support:** Schedule observations based on need (e.g., new teachers and teachers who need more support).
- **Schedule Frequent Observations:** Plan ahead for frequent observations of teachers (e.g., schedule in Outlook and/or the school calendar to ensure observations and feedback occur in a timely fashion).
- **Plan Time for Follow Up:** Allow time in your schedule to assess the impact of the feedback you have delivered.
- **Track and Monitor:** Track and monitor which teachers have been observed, what feedback they have received and whether the feedback has improved their practice.
- **Minimize Interruptions:** Engage your staff and create systems to support a school-wide focus on observation and feedback.

LEARNING CYCLES FOR TEACHERS

School-based observers can use this as an outline for how to set up learning cycles with those they are observing. These learning cycles are one way to utilize LEAP observation as a tool for growth.

In a learning cycle, the person that conducts the observation and the teacher work together over a period of time (5–8 weeks) to study, plan, implement and/or reflect on instruction with **specific, measurable goals** focused on enhancing the teacher's practice and increasing students' learning in the period of time prior to the next observation cycle. These specific goals should be aligned to the teacher's Date Driven Instruction (DDI) cycle and complement the Unified Improvement Plan (UIP). Both students' behaviors and teachers' behaviors should be used as a measurement of the impact of the cycle.

These cycles include, but are not limited to:

- Baseline observation/goal setting for the cycle
- Engagement activities (e.g., planning conversations, co-teaching, co-observing other effective teachers, reflective conversations, engaging in Professional Development (PD), lesson labs, etc.)
- End-of-cycle scored LEAP observation/feedback

Sample Learning Cycle Schedule

KEY:

Scored in Schoolnet LEAP evaluation and feedback session
(Check in for sustainable practice)

	SEPTEMBER	OCTOBER	NOVEMBER
Week 1		Learning Cycle 1	Learning Cycle 2
Week 2	EVALUATION/Feedback Baseline	Learning Cycle 1 (Evaluate Learning Environment Indicators and host feedback)	Learning Cycle 2
Week 3	Learning Cycle 1	Learning Cycle 1	Learning Cycle 2
Week 4	Learning Cycle 1	EVALUATION/Feedback of Learning Cycle 1 indicator(s)/goal(s)	BREAK
Week 5	Learning Cycle 1		

	DECEMBER	JANUARY	FEBRUARY
Week 1	Learning Cycle 2	Learning Cycle 2	Learning Cycle 3
Week 2	Learning Cycle 2	EVALUATION /Feedback of Learning Cycle 2 indicator(s)/goal(s)	Learning Cycle 2
Week 3	Learning Cycle 2	Learning Cycle 3	Learning Cycle 3 (Evaluate goals/ indicators from Learning Cycle 1 & 2 and host feedback)
Week 4	BREAK	Learning Cycle 3	Learning Cycle 3
Week 5	BREAK		

	MARCH	APRIL	MAY
Week 1	Learning Cycle 3	BREAK	Learning Cycle 4
Week 2	EVALUATION/Feedback Learning Cycle 3 indicator(s)/goal(s)	Learning Cycle 4	EVALUATION/Feedback of Learning Cycle 4 indicator(s)/goal(s)
Week 3	TESTING	Learning Cycle 4 (Evaluate Learning Cycle 2 & 3 indicators/goals and host feedback)	Window closed
Week 4	TESTING	Learning Cycle 4	
Week 5		Learning Cycle 4	

FRAMEWORK FOR EFFECTIVE TEACHING PERFORMANCE CATEGORIES

The Framework for Effective Teaching (both *Observation* and *Professionalism*) are written with characteristics for each category in mind so there is consistency in the level of performance across all indicators. Below is the list of adverbs/terms that generally describe each of the four categories that can be used if an observer is grappling with the best category fit for observation evidence.

Not Meeting	Approaching	Effective	Distinguished In addition to Effective...
<ul style="list-style-type: none"> • Few or none • Lacking or absent • Negative examples • Few students 	<ul style="list-style-type: none"> • Limited • Inconsistently • Occasionally • Somewhat • Sometimes • Partially • Infrequently • Lacks intentionality • Teacher directed • No extensions • Lack of critical thinking 	<ul style="list-style-type: none"> • Consistently • Frequently • Connects • Explicitly • Acknowledges • Interacts • Supports • Demonstrate • Evaluates • Intentional • Purposeful • Teacher facilitated • Majority 	<ul style="list-style-type: none"> • Self-efficacy • Depth • Student contributors and designers • Execution • Meta practices • Student ownership • Enable • Choices (with parameters) • Structures support students' leadership/learning • Collaboration • Interdisciplinary • All students

SCORING AND DOCUMENTING FEEDBACK FOR OBSERVATIONS

Questions and Considerations for the Observer

As you score each indicator, you may use the following table to help guide your scoring. These questions may help guide your thinking to notice specific bullets that may help you accurately identify students' and teachers' behaviors that were present or absent and can inform your scoring. This tool may also be used to identify next steps for the teacher and can assist with school-based calibration conversations.

INDICATOR	EXPECTATIONS	QUESTIONS/CONSIDERATIONS
LE.1	Demonstrates knowledge of, interest in and respect for diverse students' communities and cultures in a manner that increases equity	<ul style="list-style-type: none"> • Were there teacher behaviors that created inequitable access to content, participation, peer interaction or teacher attention? • If appropriate, were various cultural perspectives examined through examples, resources, visuals or artifacts? (When appropriate in a lesson, ask yourself if there were obviously missed opportunities.) • If cultural/diversity issues are raised, does the teacher respond in a way that reduces bias? (Again, may not be appropriate/applicable to every lesson.) • Did students' participation and engagement indicate comfort in the class? (Consider nuances of age/students to indicate engagement.) • If applicable, do students share personal experiences, viewpoints and interests that indicate feeling comfortable in this classroom?
LE.2	Fosters a motivational and respectful classroom environment	<ul style="list-style-type: none"> • Are interactions between teacher/student and student/student respectful? • Are students encouraged and does the teacher communicate a belief that all students can achieve? • Do students listen to their teachers and peers? • If appropriate, are students given an opportunity to exercise leadership roles through sharing opinions, facilitating discussions, etc.?
LE.3	Implements high, clear expectations for students' behaviors and routines	<ul style="list-style-type: none"> • Do students' behaviors impact other students' learning? • Does the teacher address inappropriate students' behaviors in a respectful way? • Are there inappropriate students' behaviors that detract from students' learning, that are not addressed? • Do students change their behaviors in response to teacher redirection? • Are classroom rituals and routines clear and are students able to follow them? • Consideration: How does the teacher respond to misbehavior, minimizing impact on other students vs. the number of observed misbehaviors?
LE.4	Classroom resources and physical environment support students and their learning	<ul style="list-style-type: none"> • Did the resources provided support students' learning (e.g., content?, language?)? • Did students know where to look for resources, what resources to access or whom to ask if they needed support? • Did the classroom arrangement support students' movement, participation and facilitation of peer-to-peer conversation (if applicable)?

INDICATOR	EXPECTATIONS	QUESTIONS/CONSIDERATIONS
I.1	Clearly communicates the standards-based content-language objective(s) for the lesson, connecting to larger rationale(s)	<ul style="list-style-type: none"> • What were students supposed to learn today (content)? What words, structures, etc. were they supposed to use to demonstrate that learning (language)? • What evidence do you have of students making (or not making) progress towards the content objective? • What evidence do you have of students making (or not making) progress towards the language objective? • What did students walk out knowing that they didn't walk in knowing (new learning-content/language)? • Is there evidence that supports students' understanding of the content-language objective(s)? • What evidence do we have that students gained knowledge? • What evidence do we have that students made progress towards the content-language objective(s)? • What connections were made between stated content-language objective(s) and tasks? • What did you identify as the content objective and what did you identify as the language objective?
I.2	Provides rigorous tasks that require critical thinking and creativity with appropriate digital and other supports to ensure students' successes	<ul style="list-style-type: none"> • What evidence do you have of students engaged in rigorous tasks? • What does rigor look like for students of this age/content/classroom? (Consider wait time, ease of answering, need for additional scaffolds/supports from resources/teacher, etc.) • Was the content-language objective(s) rigorous for all students? What evidence do you have? • Was the content rigorous? • Was the language rigorous? • Consider rigor vs. differentiation. • Consider rigorous vs. hard.
I.3	Intentionally uses instructional methods and pacing to teach the content-language objective(s)	<ul style="list-style-type: none"> • Is the lesson appropriately paced and sequenced? What evidence do you have that it was/wasn't? (How did it impact students' learning?) • Was there evidence of inaccurate or insufficient teacher content knowledge? • Can students understand what is said/written? • Based on the chosen teaching methodology, is the balance of teacher/student talk appropriate and does it contribute to students' learning? • If applicable (and the teacher has access) does media/technology/tools enhance the lesson? (Do not score down if unsure about teacher access to these resources, but do consider if a tool was not utilized that would have supported students' learning.)
I.4	Ensures all students' active and appropriate use of academic language	<ul style="list-style-type: none"> • What academic words/language did the teacher use? • What academic words/language did the students use? • What structures/resources supported students in using the academic language? • What words/academic language did students walk away knowing that they didn't walk in knowing? • How many students were using complete sentences? • Did the teacher accept one word answers?

INDICATOR	EXPECTATIONS	QUESTIONS/CONSIDERATIONS
I.5	Checks for understanding of content-language objective(s)	<ul style="list-style-type: none"> • What checks for understanding did the teacher do and what information did she/he glean from these checks? • Was the information collected from the checks for understanding sufficient for informing instruction? • What did the teacher do with the information she/he gathered from the checks from understanding? • Were adjustments made to instruction based on checks for understanding? Did adjustments need to be made? • What is the difference between checking for understanding and checking for completion of task? What evidence do you have of either?
I.6	Provides differentiation that addresses students' instructional needs and supports mastery of content-language objective(s)	<ul style="list-style-type: none"> • Did the teacher adjust content? How? • Did the teacher adjust process? How? • Did the teacher adjust product? How? • What did you see or not see in this lesson in terms of differentiation? • Are all students doing the same thing, in the same way, at the same time? • Were there extensions for students who came in demonstrating an understanding? • Was learning moved forward for students? • What evidence do you have of students making progress towards the content-language objective(s)?
I.7	Provides students with academically-focused descriptive feedback aligned to content-language objective(s)	<ul style="list-style-type: none"> • What feedback did students receive, and did it move them forward in making progress toward the content-language objective(s) (or toward completing the task)? • What evidence demonstrated students moving toward the content-language objective(s) based on feedback? • Was the feedback specific enough to move students toward an understanding of the content-language objective(s)? • Did students know what next steps to take in their learning? (Consider if next steps were learning-based or task-completion based.)
I.8	Promotes students' communication and collaboration utilizing appropriate digital and other resources	<ul style="list-style-type: none"> • What opportunities did students have to communicate (e.g., exchange thoughts, messages or information, etc.)? • What opportunities did students have to collaborate (i.e., working together in a cooperative manner for a common purpose or goal)? • What structures/protocols did the teacher have in place to support student-to-student communication/collaboration? • Do students take responsibility in small groups/partners? • If a student had the above opportunities to communicate and collaborate, how did it impact students' learning (e.g., communicating for purpose/learning vs. just communicating)?

Classroom Observation Form (COF) Suggested Approaches

- Ideally, anyone should be able to read a COF and understand the observer’s diagnosis of the teacher’s practice based upon the evidence captured and understand why the teacher was assigned a given score for each indicator (even if the reader was not present for the observation).
- When you copy and paste a behavior from the Framework for Effective Teaching into your COF, pair it with specific evidence from your observations; the inverse of this statement is also true—align your evidence to the Framework indicators and teachers’/students’ behaviors.
- Use a balance of “teachers’ behaviors” and “students’ behaviors” when assigning a score (but do not use the Framework as a checklist—in most cases, not every bullet needs to be present in order for the score to apply).
- The teacher should be able to discern areas of strength and areas for growth from the COF, because the observer outlined the evidence observed in a way that is accessible to the reader.
- Observers should only use information collected during that specific observation in the COF, and then for the subsequent feedback conversation.
- Try to send COF draft to the teacher within five school days after conducting the observation so the teacher has time to review it prior to the feedback conversation. Work toward holding the feedback conversation within 10 school days, as feedback is more effective the sooner it is given.
- Observers are encouraged to use all applicable appendices, available in the LEAP Handbook and on the LEAP website: leap.dpsk12.org

NOTE: If you’re able to effectively and thoroughly collect and align feedback during an observation, consider entering your evidence during an observation directly into the COF form in Schoolnet (This can save time so you don’t have to copy and paste your notes later.).

Sample Classroom Observation Form (COF)

Examples

Annotations

Classroom Observations
<p>OBSERVATION NOTES:</p> <p>Teacher: You are going to work on this as individuals and then work with your group to check your work. Teacher: Remember, we are only working on the decimal. From the fraction standpoint, it is a mixed number, but do we have to do anything with that first number?</p> <p>Teacher: 3-2-1, eyes on me. Look up here. What should I do with $5\frac{1}{2}$?</p> <p>Student: (explains)</p> <p>Teacher: Okay, so what do we get from our new equivalent fraction?</p> <p>Teacher: So now we have the equivalent of $\frac{5}{10}$. So how do we write that as a decimal?</p> <p>Teacher: Give me a thumbs up if you did it. Wave thumbs to me if you need help (no direction on what other students should be doing).</p> <p>FRAMEWORK LANGUAGE:</p> <ul style="list-style-type: none">• <u>Teacher frequently adjusts instruction or supports in real time based on results of checks for understanding. (Effective)</u>• Questions hold some students accountable to formulate a response. (Approaching) <p>REFLECTIONS:</p> <p>Checks for understanding were done by randomly choosing students to share their thinking. I am wondering how using accountable talk strategies may help in this particular indicator. <u>Possibly varying on how you are checking for understanding by using students' exemplars and student talk will help increase students chances of indentifying and fixing their misconceptions.</u></p>

This observer has scripted literal notes from the observation. This is helpful so the teacher can read exactly what they did or said.

This observer pulled the bullets from the Framework for Effective Teaching that aligned to what was observed. Notice that this observer has pulled one Effective bullet and one Approaching bullet.

Some observers like to include reflective questions and/or specific "bite-size" feedback. If indicator 1.5 is a priority area for this teacher, this is something that can be readily helpful. There is a list of guiding questions for each indicator of the Framework for Effective Teaching on pages 89–91.

Suggested Approaches for Preparing for and Delivering Feedback

Whether you are coaching a teacher or providing feedback after an observation, both have the intent of **improving teacher practice**, which can be measured in the following ways:

- A teacher using varied strategies in her/his practice to meet students' needs
- A teacher changing practice to incorporate the use of data-driven instructional practices
- A student demonstrating mastery of a content standard
- A teacher demonstrating growth on a particular Framework indicator
- A teacher's positive contribution to class, grade, department or school's goals as defined in the Professionalism Framework

Observers employing best educational practices deliver feedback to teachers in-person and face-to-face whenever possible. School Leaders who discuss feedback with teachers following an observation will support each teacher's growth.

The question is not: "Do you need help?," but rather "What help do you need?"

Sample Conversation Cycle

Beginning-of-the-Year Conversation

- Work to build trust and credibility, and establish rapport with the teacher to ensure a growth mindset so the teacher knows how you will be supporting her/his growth.
- Set expectations for your role—how you will work together this year and what the "cycle" will look like (e.g., leader will observe the teacher every two weeks and provide feedback within one week).

Before an Individual Feedback Conversation

- Host feedback conversations as close to the observation as possible.
- For observations, schedule the feedback conversation prior to the observation to ensure feedback is provided as soon as possible to promote behavior change and growth. If possible, host a pre-observation conference as well, to leverage as much growth as possible via the post-observation conference.
- Prepare to ground your conversation in the Framework for Effective Teaching and/or the Professionalism Framework and Evidence Guide. Both the leader and the teacher may have a copy of the Framework in front of them during feedback conversations (available in the LEAP Handbook or via the LEAP website: leap.dpsk12.org).

During Each Conversation

- Start with a guiding or general/reflective question grounded in data or lead with **genuine** praise about something that went well during that specific observation (which could be a specific improvement you know a teacher has been working on).
- Continue to support a teacher's self-reflection with objective (non-judgmental), open-ended, probing questions (participant responses should be grounded in qualitative and/or quantitative data).
- Elicit 1–2 **specifics** around what the teacher is doing well and 1–2 opportunities for growth. This identifies the highest leverage points and increases the likelihood of the teacher's growth.
- Ensure specific next steps are identified to help the teacher act on the feedback. The time spent during the conversation is only effective if performance improves and the participant feels respected and valued.
- Ask the teacher what other supports you can provide to support continued growth.
- Consider sending a follow-up/summary email of the conversation as it gives you a written point of reference for follow-up and next steps.

Relay Feedback Template

Beginning in 2014, the Chief Schools Office began a partnership with the Relay Graduate School of Education to train school leaders to provide actionable feedback. Relay developed the following template (Bambrick-Santoyo, Paul (2013). *Leverage Leadership*. San Francisco, CA: Jossey-Bass, a John Wiley & Sons, Inc. Imprint) and it can be used during an observation feedback conversation.

SIX STEPS FOR EFFECTIVE FEEDBACK:

<p style="text-align: center;">1 Praise 1-2 min</p>	<p style="text-align: center;">Praise—Narrate the positive:</p> <p style="text-align: center;">What to say:</p> <ul style="list-style-type: none"> • “We set a goal last week of _____ and I noticed how you [met goal] by [state concrete positive actions teacher took].” • What made that successful? What was the impact of [that positive action]?”
<p style="text-align: center;">2 Probe 2-6 min</p>	<p style="text-align: center;">Probe—Start with a targeted question & add scaffolding as needed:</p> <p style="text-align: center;">Opening probe:</p> <ul style="list-style-type: none"> • “What is the purpose of _____ [concise action step/taxonomy topic]? What impact does that have on your instruction?” • “What was your objective/goal for _____ [the activity, the lesson]? How did your lesson try to meet this goal/objective? What was the outcome?” • “I noticed in class today that you [state difficulty teacher was having.] What is the challenge in implementing this effectively?” <p style="text-align: center;">Scaffolding (When Teacher Doesn’t Get to Answer by Self):</p> <p>Use Video/Classroom Observation Data:</p> <ul style="list-style-type: none"> • Show a video of the moment in class that clearly demonstrates the problem. “What are the students doing? What are you doing?” • “Do you remember what happened in class when ___? [Teacher then IDs what happened; leader provides data if teacher cannot] • “What effect did that have on the class/learning?” <p>Present a Model or Intervene:</p> <ul style="list-style-type: none"> • Show video of effective teaching: “What do you notice about how the teacher did _____? How is this different than what you did in class?” • Modeled by leader: “What did you notice about how I just did [this action] compared to how you did it in class today?” • Intervention in class: “When I intervened, what did I do? What was the impact of the intervention?”
<p style="text-align: center;">3 Action Step 1 min</p>	<p style="text-align: center;">Land on a bite-sized action step:</p> <ul style="list-style-type: none"> • Choose an action step that is linked to the teacher’s PD goals. “In keeping with our goal of _____, the next thing we want to do is…” • State clearly and concisely language the bite-size action step that is the highest lever. • Have teacher restate the action step; then write it down

Continued next page

<p style="text-align: center;">4 Plan Ahead As much time as remains</p>	<p style="text-align: center;">Plan Ahead—Design/revise upcoming lesson plans to implement this action:</p> <ul style="list-style-type: none"> • “Where would be a good place to implement this in your upcoming lessons?” • “What are all the actions you need to take/want to see in the students?” • Script the language and actions to be taken—have lesson plans and/or a template ready for the teacher to fill in. • Plan before you practice: keep probing to make the plan more precise and more detailed • “Now that you’ve made your initial plan, what will do you if [state student behavior/response that will be challenging]?”
<p style="text-align: center;">5 Practice As much time as remains</p>	<p style="text-align: center;">Practice—Role play how to implement action step in current or future lessons:</p> <p style="text-align: center;">Jump into role play and act out confused/noncompliant students:</p> <p style="text-align: center;">Round 1</p> <ul style="list-style-type: none"> • “Let’s practice.” or “Let’s take it live.” <ul style="list-style-type: none"> ○ If teacher needs extra development: Model for the teacher first, then debrief. “What do you notice about how I did that?” ○ [When applicable] Stand up/move around classroom to simulate the feeling of class ○ Pause the role play at the point of error to give immediate feedback ○ Repeat until the practice is successful. CFU: “What made this successful?” <p style="text-align: center;">Round 2</p> <ul style="list-style-type: none"> • [Once successful in Round 1]: “Let’s try that again. This time I will be [student x who is slightly more challenging].”
<p style="text-align: center;">6 Follow-up 1-3 min</p>	<p style="text-align: center;">Set Timeline for Follow-up:</p> <ul style="list-style-type: none"> • “When would be best time to observe your implementation of this?” OR “When I review your plans, I’ll look for this modification.” • Newer teacher: “I’ll come in tomorrow and look for this technique.” • Set dates for all of the following—both teacher and leader write them down: <ul style="list-style-type: none"> ○ Completed Materials: when teacher will complete revised lesson plan/materials. ○ Leader Observation: when you’ll observe the teacher ○ (When valuable) Teacher Observes Master Teacher: when they’ll observe master teacher in classroom or via video implementing the action step ○ (When valuable) Self-Video: when you’ll tape teacher to debrief in future mtg

Real-time Feedback—Modeling & Teaching in the Moment

<p style="text-align: center;">Real-time Feedback</p>	<p style="text-align: center;">When Applicable:</p>
	<p style="text-align: center;">In-Class Feedback:</p> <ul style="list-style-type: none"> • Give a pre-established signal/non-verbal cue to the teacher: e.g., red card means too much teacher talk, thumbs up means affirm a student, etc. • Whisper advice to the teacher when students are working independently. <p style="text-align: center;">Co-Teaching:</p> <ul style="list-style-type: none"> • Stretch the thinking: “Ms. B, can I ask a question to the class?” • Check understanding: “Let’s pause for a moment.” Ask CFU question. • Address the management: “I’ve seen this class [do this action] before. Let’s see you do it correctly.” <p style="text-align: center;">Leading the Classroom:</p> <ul style="list-style-type: none"> • Plan ahead to do model teaching of part/all of the lesson. • On the spot, step in to teach the lesson. “Mr. A, this is a topic I’m interested in. Would you mind if I jumped in?”

BITE-SIZED FEEDBACK BY INDICATOR

Observers can use the following table when planning for feedback conversations. It is modeled after Relay’s focus on one bite-sized, actionable piece of feedback during a feedback conversation.

INDICATOR	BITE SIZE-FEEDBACK
LE.1	<ul style="list-style-type: none"> • Incorporate an activity that includes students’ cultural backgrounds and knowledge, in order to raise engagement and build value/relevance to students. • Design a Turn and Talk with a prompt that asks students to make connections to their own experiences and backgrounds. • Provide opportunities for the use of L1 (first language) when students are processing information. • Strategically group students of similar language backgrounds. • Make connections to students’ cultures in the lesson through texts, images on classroom walls and examples. • Arrange your classroom so that students have access to the experience of their peers. • Engage and learn about one student’s cultural background and traditions per week to create authentic connections and relevance between curriculum/lessons and students’ knowledge. • Develop a positive prompt that provides an opportunity for students to share and apply their varied perspectives. • Select appropriate content that represents the makeup of your class to ensure identity and cultural perspectives. (e.g., text selection, building background knowledge, how story problems are written, etc.) • Incorporate parents or community members presence to contribute to the classroom experience.
LE.2	<ul style="list-style-type: none"> • Provide descriptive praise/encouragement to at least ____ students every 2 minutes. • Design an activity that includes an open-ended question and an opportunity for students to justify their thinking. (This emphasizes the value of effort-based learning rather than the answer.) • Create an appropriate resource for a task. Explicitly state the resource for students. (This will encourage perseverance.) • Create and teach the class cheers that students can use to acknowledge each other’s successes. • Spend ten minutes per week sharing stories with students about their classmates overcoming challenging problems, tasks or situations. • Praise students when they encourage or praise one another. • Provide opportunities and structures for peer feedback. • Create a classroom code of conduct, including students’ voices throughout the creation process. • Engage positive role models through parents and community involvement and presence. • Clearly communicate the tools and resources available to students for meeting content-language objective(s). • Make two positive phone calls to students’ home per week.

INDICATOR	BITE SIZE-FEEDBACK
LE.3	<ul style="list-style-type: none"> • Incorporate a “cue to start” when giving verbal directions (e.g., “When I say go____.”) to ensure all students hear the directions. • Create a physical symbol (e.g., raised hand) to signal transitions. Practice with students. • Clearly communicate behaviors by separating content from behaviors when giving directions. Be explicit in the tasks students will work on, physically break rapport, and then state how the students are expected to behave while working on the task. • Establish clear expectations/directions using “MVP” (i.e., movement, voice, participation) during every transition and work time. • Provide praise to at least _____ students for every student whose behavior you correct. • Ensure focus on positive behaviors using “narrate 2, correct 1”. For every correction/addressing of misbehavior the teacher always narrates the positive behavior of 2 students that are displaying the misbehavior that is going to be addressed in the “correct 1.” • After redirecting a student, watch specifically for a positive behavior from that student and then narrate the positive behavior to the class. • Use a 3-part statement: Name, appropriate behavior and consequence (e.g., “Terry, we’re silent, that’s your warning.”). If a student negatively engages with you, employ either a positive boost, “You’re too important to not be held accountable.” or a broken record, (e.g., “I understand you’re upset, I’ll talk to you when you’re calm.”) and then move away. • Don’t engage with students when giving redirection/consequences. Calmly state the behavior that was not demonstrated, state the consequence that is being given and then physically break rapport.
LE.4	<ul style="list-style-type: none"> • Identify an example of a proficient student’s work and use it during instruction to demonstrate the level of work that is expected. • Direct students to use classroom resources that will support them in meeting the content-language objective(s) and reinforce effective usage throughout work time. • Arrange desks in pods to encourage students’ collaboration. • Provide relevant supports (e.g., vocabulary lists, copies of text, etc.) at each table to ensure all students have access. • Establish clear routines for technology usage (e.g., check-in/check-out, screens down when talking, appropriate websites for certain tasks, etc.).

INDICATOR	BITE SIZE-FEEDBACK
I.1	<ul style="list-style-type: none"> • Write out the content-language objective(s) in your lesson plans as well as in a visible place in the classroom. Refer to it throughout the lesson. • Write the connection in lesson plans between the content-language objective(s) and the unit's goals. Verbally connect this for students by saying: "We are learning this because_____." • Write out what mastery of the content-language objective(s) truly means in your lesson plan: e.g., What will students know and be able to do as evidence of their learning from this lesson?, What will you hear and see students doing that allow you to assess their progress?. • Plan an end product that aligns with each lesson's content-language objective(s) to ensure that students have met the content-language objective(s). • Reference the WHY, WHAT and HOW of today's lesson content-language objective(s) to develop the students' understanding of the standard, unit goal, big-picture concept and/or essential questions. • Use the sentence stem(s): <ul style="list-style-type: none"> ▸ You will know that you have met our content-language objective(s) when you can_____. ▸ You will know you are working towards meeting the content-language objective(s) when you hear or see yourself_____. ▸ You are demonstrating progress toward the content-language objective(s) if you know _____and can do_____. • Explicitly explain how the content vocabulary (e.g., parallelogram, trapezoid, etc.) and the academic vocabulary/ language (e.g., comparison words, transitions, etc.) function together. • Give students an opportunity to connect the lesson with the previous work that they have done with the subject matter, e.g., the sentence stem: "Now that I know_____, it helps to me better understand _____because_____." • Create questions specifically around the content-language objective(s). Use the CLO language to create these questions and plan structures so that all students have a chance to respond to these questions.
I.2	<ul style="list-style-type: none"> • Plan daily content-language objective(s) backwards from the standards so that the lesson goals meet the grade band expectations. • Plan a lesson using World Class Instructional Design and Assessment (WIDA) "Can-Do" descriptors to ensure appropriate expectations for all learners. • Include at least one task per lesson that requires students to apply their learning to a new problem or situation. • Include at least one real-world application problem each lesson. • Provide tasks that require students to consider multiple perspectives. • Present non-solutions and have students evaluate where or what thinking led to the "incorrect" solution. • Plan and implement questions that require students to synthesize, evaluate and compare concepts using sentence stems: <ul style="list-style-type: none"> ▸ What changes would you make to solve_____? ▸ How would you improve_____? ▸ What would happen if _____? ▸ Elaborate on the reason_____. ▸ Propose an alternative to_____. ▸ Invent_____. ▸ How would you adapt _____to create a different_____? • Include at least one question during whole-group instruction that requires all students to engage and justify their thinking. • Follow students' shared oral thinking, with a question, such as: "How do you know?", "Where do you see that in the text?", etc. to push critical thinking. • After a student provides an answer, prompt a second student to agree or disagree and to provide his/her rationale. • Reduce the number of whole class questions and open responses by planning out question and answer structures that align to the content-language objective(s) and provide opportunities for all students to share/build on ideas.

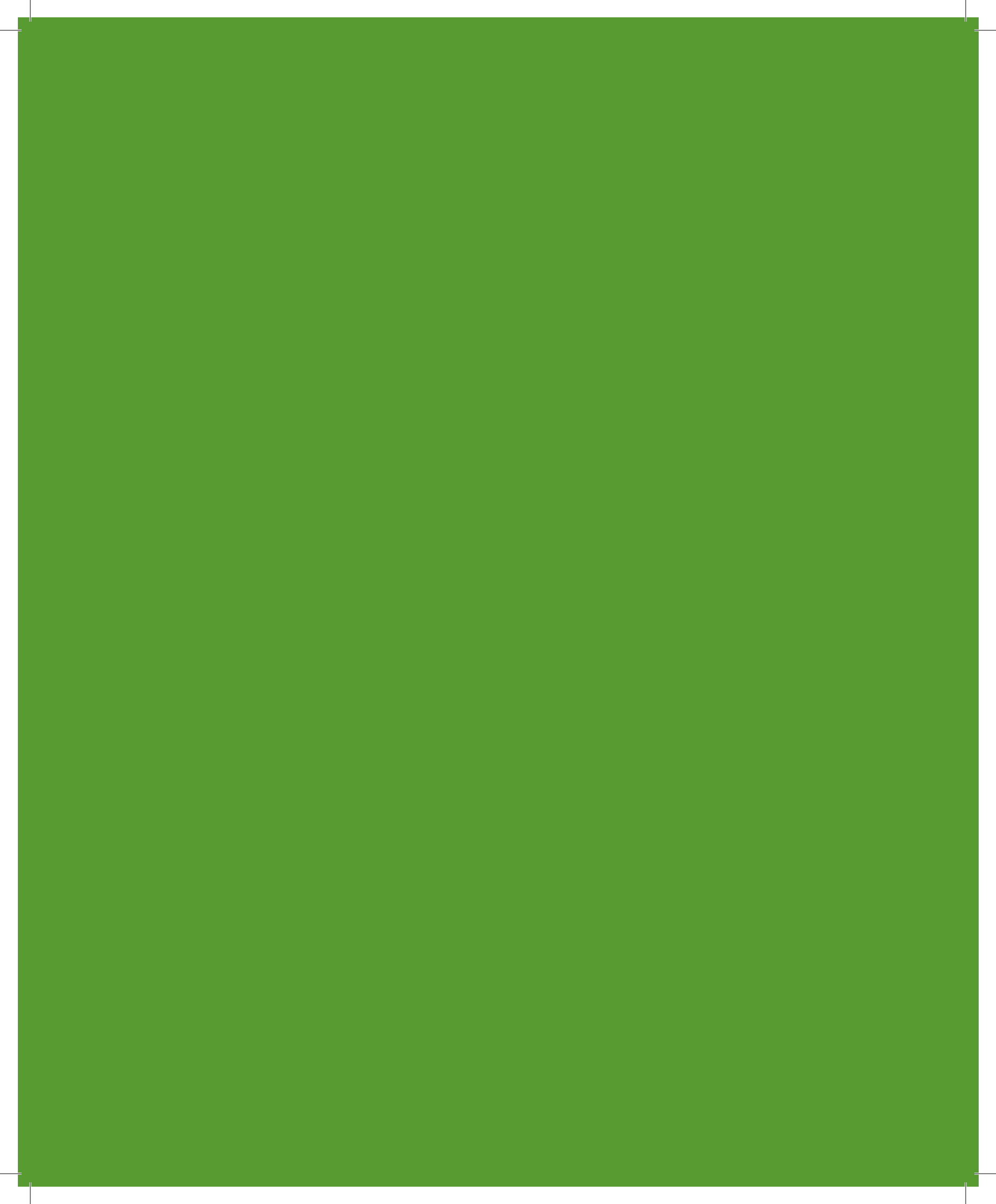
INDICATOR	BITE SIZE-FEEDBACK
I.3	<ul style="list-style-type: none"> • Lesson plan using a two column organizer. On one side, plan the things you will say and do. On the other side, plan what students are saying and doing. (This will help ensure that all students are continually engaged.) • Plan at least two ways per lesson that students will connect to their prior knowledge and communicate this connection. • Explicitly connect the daily content-language objective(s) to content being taught in other disciplines. • Provide planned, specific and structured times for students to engage with content by talking with each other. • Present information and/or content in at least two ways (e.g., written, spoken or visual) to ensure that various modalities are being used to reach the greatest number of students. • Set a timer so that you and/or your students can monitor and manage time spent on different sections within a lesson. • Invite three students' voices to be heard before providing teacher's responses to ensure teacher/student talk balance in whole group discussions.
I.4	<ul style="list-style-type: none"> • Create a word wall and sentence frame bank for the unit of study. Reference the word wall and sentence frame bank throughout the lesson. • Choose 3–4 words aligned to the standard. Explicitly model correct use of words. • State your expectation for students' use of a word. Model that word within a sentence and encourage students to use the same sentence structure. • Instruct the students that are at ACCESS levels 1–3 to rehearse academic language in their native language. • Ask students to repeat phrases in complete sentences when they are speaking or model back to them the complete sentence that could have been used. • Snap your fingers for students who use academic language, and encourage students to participate in acknowledging their peers' use of academic language by also snapping them when academic language is used. • Ask students to consider how they might use the academic language in other classes or settings. • Have students reflect in their exit ticket on their usage of context vocabulary in their reading, writing and speaking.
I.5	<ul style="list-style-type: none"> • Use Depth of Knowledge charts or Bloom's Taxonomy to plan and implement several levels of questions to assess all students' understanding. • Prompt students to further explain their thinking, e.g., "Tell me more about ____.", "What evidence helped you to draw that conclusion?", etc. • Give students criteria for proficient work for that day's content-language objective(s) (e.g., What they will know, be able to do and the language in which to talk about the work.). Have them assess their own work and the work of others using this criteria. • Give the incorrect/misleading process/thinking to a content-language objective. Ask students to identify the misunderstanding and provide rationale for why the misunderstanding may have occurred. • Actively monitor an independent student's work and discuss/correct common misconceptions with the whole class. • Design and incorporate multiple modes of responses (e.g., exit tickets, clickers, polls, etc.) to check for understanding and create opportunities for all students to engage in responding.

INDICATOR	BITE SIZE-FEEDBACK
I.6	<ul style="list-style-type: none"> • Modify the graphic organizer for students who need additional or fewer scaffolds (e.g., provide sentence stems on the graphic organizer). • Plan out varying levels of questions that you will use during your lesson. • Create, at minimum, two ways to demonstrate proficiency of the content-language objective(s). • Provide a menu of activities for students to choose from for independent practice. • Group students heterogeneously. Have each student be responsible for a different part of the reading or activity. • Group students homogeneously. Have groups complete the same activity, but provide them different levels of questions. • Select a group of homogeneously-leveled students during work time to work with the teacher on a specific skill.
I.7	<ul style="list-style-type: none"> • Implement the phrase: “Your next step is ____.” when giving students feedback. Follow this phrase by supporting them in paraphrasing their next steps that will help them make progress towards mastery of the content-language objective(s). • State feedback that students can immediately implement in order to meet the proficiency of the standard(s). • Tell individual students one example of how they are meeting proficiency based on the standard(s). • Use narration to give whole group feedback toward the content-language objective(s). Take one student’s actions/thinking towards mastery of the content-language objective(s) and narrate for the whole class. • Apply academically-focused feedback to a group when they are working collaboratively. • Implement the “YES, AND” strategy. After every correct answer is shared use the phrase “YES, AND ____.” Then ask a question or share how the answer connects to the content-language objective(s), e.g., “YES squares do have 4 sides, AND how does that connect to our content-language objective(s)?”. • Give rationale to students as to why an answer is right or wrong, e.g., “YES, you are correct BECAUSE squares do have 4 sides.”. • Provide activities that require the student to reflect on how he/she came up with the answer/idea. • Students define in exit tickets the steps they will apply during the following lesson and how that will help them to achieve mastery. • Have students reflect on how they applied feedback after the lesson.
I.8	<ul style="list-style-type: none"> • Provide students with 1–2 sentence stems to focus on during each group work activity to encourage accountable talk. • Plan sections in the lesson where all students can share their thoughts and questions on the content. Determine a specific prompt or question to have them discuss. • Circulate while students work in teams; praise them when they’re on task and collaborating, and redirect them when they’re off task. • Model expected language usage for different topics being discussed (e.g., vocabulary, sentence structure, intonation, tone, etc.). • Ask students to turn and talk using a specific academic language stem. • Teach students to use the accountable talk phrases: “I agree with you because ____.” and “I disagree with you because ____.”. • Pair students that have an ACCESS score of 1–3 to orally rehearse in their native languages prior to writing. • Provide students with specific roles, each with a specific set of responsibilities, while they work within their groups. • Plan for and implement the use of differentiated, open-ended questions that allow for students’ discussions using the Depth of Knowledge chart or Bloom’s Taxonomy chart. • Create expectations for communication and collaboration and have students assess themselves based on classroom expectations chart. • When having classroom discussions wait until five students have spoken before speaking.

SCHOOL STRUCTURES TO SUPPORT OBSERVATION

School leadership teams, in conjunction with network partners, may use this document every 2-4 months to assess the effectiveness of observations and feedback in their schools.

SCHOOL STRUCTURES TO SUPPORT OBSERVATION & FEEDBACK	Implementation Level		
	None	Partial	Full
1. Each observer in the building has an observation calendar for the year.			
2. Each observation is entered into the system as close to the observation as possible.			
3. Feedback conversations happen ASAP and contain specific, actionable, bite-size feedback for teachers aligned to the teachers' areas for growth.			
4. There is regular time for School Leaders to review LEAP data and norm on Observation and Professionalism evidence and ratings.			
5. Classroom Observation Forms (COFs) contain observable evidence that is aligned to language in the Framework and contains specific actionable feedback for teachers.			
6. Teachers understand the importance of LEAP and know how their final rating will be determined at the end of the school year.			
7. Feedback across multiple observers is aligned such that teachers are only working on 1-2 specific areas of growth at a time.			
8. Teachers are aware of and leverage the professional learning resources available online that are aligned to LEAP indicators.			
9. There is a culture of self-reflection and team reflection around LEAP data to foster teachers' growth and performance .			
10. Teachers have the opportunity to visit each other's classes to observe specific LEAP indicators and sharing feedback.			



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