Framework

for

Effective Teaching Handbook

2012–2013

Introduction

Evidence Guide

Online Resources

DENVER PUBLIC SCHOOLS
Discover a World of Opportunity™

EMPOWERING
EXCELLENT
EDUCATORS

DCTA

Table of Contents

Name _____

The 2010 Denver Plan articulates the DPS vision and illustrates the roadmap to closing the achievement gap and preparing students for postsecondary success. As depicted in the visual on the next page, the Plan centers around the classroom—interactions among students, teachers, and content—the instructional core.

To raise student achievement, we are:

- strengthening the instructional core by responding to the needs of our diverse learners;

- implementing the new academic standards;

- and improving our teaching practices.

The Framework for Effective Teaching is our shared definition of effective teaching practices. It outlines 21st century teacher and student behaviors that should be present in our classrooms, resulting in college and career readiness for all. To minimize the sense that the three major district initiatives (ELA, new academic standards, and LEAP) are separate and competing for time and attention in schools and classrooms, we have taken great care to integrate the elements of the instructional core within the Framework.

Students

While the Framework outlines behaviors that are effective for all learners, some are essential for particular groups of students. These groups of students are acknowledged in the revised Framework to intentionally address equity issues that have contributed to the achievement gap. These groups include English Language Learners, students of color, students with disabilities, and gifted and talented students.

Content

We are committed to providing access to academically rigorous content and curriculum informed by the new standards (Common Core State Standards, Colorado Academic Standards, and the Colorado English Language Development Standards). Based upon the input of content and curriculum specialists, the level of rigor required by the new standards is reflected throughout the Framework.

DPS has identified instructional shifts and created interdisciplinary units and instructional tasks as the first phase of new standards implementation. To learn more, please visit the LEAP website (http://leap.dpsk12.org/).
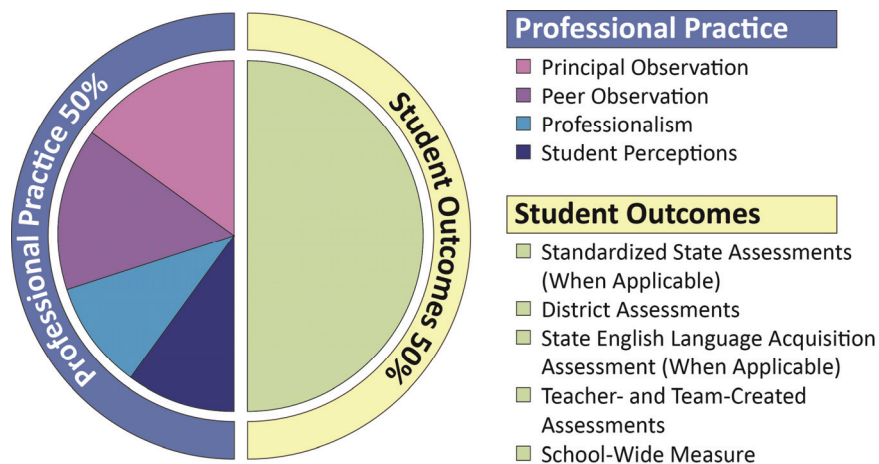
Teachers

Effective teachers are experts on their students and standards-based content and pedagogy. The Framework acknowledges the professional judgment of teachers, who are trusted to choose the best methods for their students' needs. No one particular pedagogical style is promoted; instead, emphasis is on teachers' ability to scaffold instruction toward mastery of the content/language objectives.
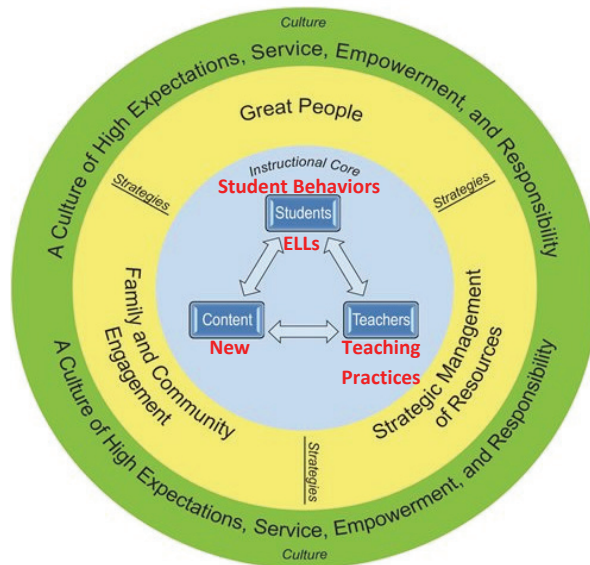
Multiple Measures of Teacher Effectiveness

The 2010 Denver Plan also emphasizes the district's commitment to having a highly effective teacher in every classroom and building strategies to support this goal. DPS and the Denver Classroom Teachers Association (DCTA) recognize that the components of a successful evaluation system must be informed by the ideas and experiences of actual practitioners. Therefore, Leading Effective Academic Practice (LEAP) was designed from the ground up with input from the Teacher Effectiveness Design Team (an internal committee comprised of DPS teachers and principals), national research, national consultants, and feedback from the field during the pilot year. It is a multiple-measure teacher evaluation system that meaningfully differentiates the performance of teachers across two dimensions—professional practice and student outcomes. In applying state law,* DPS has identified the following measures for continued pilot in 2012-13:

Professional Practice
- Principal Observation
- Peer Observation
- Professionalism
- Student Perceptions

Student Outcomes
- Standardized State Assessments (When Applicable)
- District Assessments
- State English Language Acquisition Assessment (When Applicable)
- Teacher- and Team-Created Assessments
- School-Wide Measure

* To learn more about SB 191, please visit the Colorado Department of Education's Educator Effectiveness webpage: http://www.cde.state.co.us/EducatorEffectiveness/RB-Rulemaking.asp

The Framework for Effective Teaching

The Framework includes three domains—two of which (Learning Environment and Instruction) are measured by a series of classroom observations. The third domain, Professionalism, is assessed throughout the school year because it encompasses those things that teachers do outside the classroom instruction environment.

Observation Component

In this section, when referring to the Framework, we are referring to the Learning Environment and Instruction domains. Remember that the Framework includes the appendices (http://leap.dpsk12.org/The-Framework/Appendices.aspx).

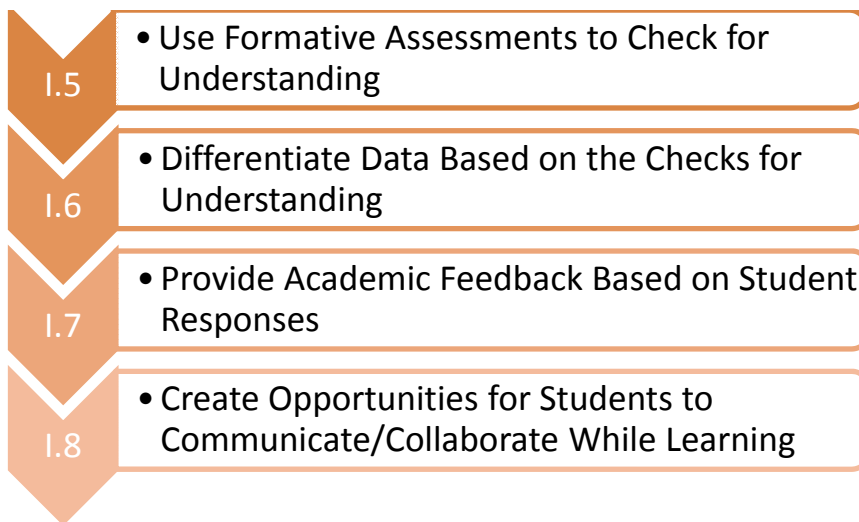The Framework for Effective Teaching serves multiple purposes.

- It is the DPS definition of effective teaching practices that enables clear conversations across the district.
- The structure supports instructional planning.
- It is a tool that helps teachers identify strengths and areas of growth and is mapped to relevant professional development resources.
- It creates the district-wide standard by which teachers are evaluated.

The Framework clearly defines characteristics of effective teaching that enable educators to use a common language to examine and discuss teaching and learning. This will enhance collaborative conversations and self-reflection, as well as create opportunities for teachers to leverage one another as partners in improvement.

The Instruction Domain is separated into two Expectations—Masterful Content Delivery and High Impact Instructional Moves. Masterful Content Delivery encompasses both the content and pedagogical knowledge a teacher must have in order to impact student achievement. If Masterful Content Delivery is content knowledge the teacher brings to the table and an understanding of how to help students learn it, then High Impact Instructional Moves are generally the responsive indicators that exhibit knowledge of specific students' needs in the moment.

This logical progression of the indicators in the Instruction Domain of the Framework allows teachers to use it as a planning guide. Setting a standards-based, grade-appropriate objective is the lynchpin of effective teaching, as evidenced in the indicator visual summary below. All subsequent instructional decisions should contribute to student mastery of the objective.

I.1	• Develop Content/Language Objective(s)
I.2	• Select/Create Task(s)
I.3	• Choose Instructional Method
I.4	• Incorporate Opportunities to Develop and Use Academic Language

I.5	• Use Formative Assessments to Check for Understanding
I.6	• Differentiate Data Based on the Checks for Understanding
I.7	• Provide Academic Feedback Based on Student Responses
I.8	• Create Opportunities for Students to Communicate/Collaborate While Learning

Evidenced-based feedback is provided to teachers after each observation, using the Framework for Effective Teaching as the organizing document. Teachers and observers discuss areas of strength and growth in practice during the reflective feedback conversation. This conversation serves as a cornerstone for deepening the teachers' understanding of the teaching and learning process, and is critical for growth and transformation. Teachers can access targeted and differentiated professional learning opportunities aligned to the Framework. DPS has developed a variety of relevant and research-based professional learning opportunities to meet individual teachers' needs. They are accessible online via PD Search found under the Educator Development tab in SchoolNet. The resources housed there are designed to flexibly meet the needs of site-based Professional Learning Communities (PLCs), as well as to identify district-wide professional learning opportunities individual teachers can elect to participate in.

The Framework is the instrument that is used to provide teachers with ratings in one of four effectiveness categories (not meeting, approaching, effective, and distinguished). With ongoing observer training and reliability processes, the Framework will be consistently applied to all teachers across the district, resulting in fair and accurate evaluations. Ultimately, observation ratings will be a part of the multiple-measure LEAP evaluation system.

In compliance with Senate Bill 191, LEAP evaluations will inform personnel decisions related to non-probationary status, job retention, and compensation beginning in 2013–2014.

Professionalism Component

Another component of our multiple-measure system is Professionalism, the measure that captures the roles and responsibilities of teachers that most typically occur outside of instructional time. Teachers in last year's pilot engaged in end-of-year conversations with their school leaders that addressed the Professionalism Domain of the Framework. Principals and teachers identified and discussed areas of strength and growth related to these aspects of teaching.

Surveys indicated that practitioners found the Professionalism conversation meaningful and wanted the opportunity to talk about this domain more than once a year. Therefore, we will continue to pilot Professionalism in 2012–2013. Teachers and school leaders will independently score using the Professionalism rubric in the middle of the school year, and results will be communicated to each other. Mid-year conversations about Professionalism will be conducted as needed/requested by either party. If a discrepancy or disagreement on ratings exists, there will be an opportunity for the teacher to provide evidence and be re-scored. The Professionalism rubric will also be included in the end-of-year conversation within the body of evidence for a teacher's effectiveness.

Practitioners also suggested revisions to the rubric; the LEAP team and Teacher Effectiveness Design Team have worked to respond to this feedback and made modifications to the Professionalism Domain of the Framework addressing these concerns.

Overview

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** ✚★🌟ˢ⬆
		LE.2	Fosters a **motivational and respectful** classroom **environment** ✚★⬆
	EFFECTIVE CLASSROOM MANAGEMENT	LE.3	Implements **high, clear expectations** for student behavior and routines ✚★⬆
		LE.4	Classroom **resources and physical environment** support students and their learning ✚★🌟ˢ⬆🖥
INSTRUCTION	**MASTERFUL CONTENT DELIVERY**	I.1	Clearly communicates the **standards-based content/language objective(s)** for the lesson, connecting to larger rationale(s) ★🌟ˢ⬆🖥
		I.2	Provides **rigorous tasks** that require critical thinking with **appropriate digital** and **other supports** to ensure student success ✚★🌟ˢ⬆🖥
		I.3	Intentionally uses **instructional methods and pacing** to teach the content/language objective(s) ✚★🌟ˢ⬆🖥
		I.4	Ensures **all** students' active and appropriate **use of academic language** ✚★🌟ˢ⬆🖥
	HIGH-IMPACT INSTRUCTIONAL MOVES	I.5	**Checks for understanding** of content/language objective(s) ✚★🌟ˢ⬆🖥
		I.6	Provides **differentiation** that addresses students' instructional needs and supports mastery of content/language objective(s) ✚★🌟ˢ⬆🖥
		I.7	Provides students with **academically-focused descriptive feedback** aligned to content/language objective(s) ★🌟ˢ⬆
		I.8	Promotes student **communication and collaboration** utilizing appropriate digital and other resources ✚★🌟ˢ⬆🖥

Key to Symbols: All indicators in the *Framework for Effective Teaching* apply to all classrooms in Denver Public Schools 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—**Addressing issues of equity through 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)	
🌟ˢ	**Spanish Native-Language Instruction—**Provision of essential Spanish native-language instruction (when observing Spanish native-language instruction)	
⬆	**Students with Disabilities or Gifted and Talented—**Provision of 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)	

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 online at http://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	• Does not facilitate students' equitable access to content, participation, peer interaction, and teacher attention. • Does not demonstrate understanding of differences between native and school cultures; native language is discouraged and/or teacher insists on students' assimilation to school culture without support or respect for native cultures. • Cultural and diversity** issues are dismissed, ignored, or handled inappropriately. • No representation of student culture, community, family, and/or background is present.	• Inconsistently facilitates students' equitable access to content, participation, peer interaction, and teacher attention. • Interacts with students in ways that accept students' cultural norms, preferences, and native languages that may be different from teacher's own. • Attempts to address cultural and diversity** issues. • Some evidence of student culture, community, family, and/or background is present.	• Consistently facilitates students' equitable access to content, participation, peer interaction, and teacher attention. ⊞ ★ ⬆ • Interacts with students in ways that respect and encourage their cultural norms, preferences, and native languages that may be different from teacher's own. ⊞ ★ • Addresses cultural and diversity** issues directly in ways that reduce bias and increase equity. ⊞ ⬆ • Robust evidence (visuals and artifacts) of student culture, community, family, and/or background is present. ⊞	*In addition to "Effective":* • Encourages students to think critically about equity and bias in society, and to understand and question historic and prevailing currents of thought as well as dissenting and diverse viewpoints. ⊞ • Cultivates students' ability to understand and openly discuss drivers of, and barriers to, opportunity and equity in society. ⊞ • Visuals and artifacts represent various cultures/world groups. ⊞
Student Behaviors	• Cultural or diversity issues are raised in a derogatory or dismissive way. • Students do not make connections between school and personal experiences.	• Students raise culture and diversity issues. • Students make connections between school and personal experiences. • Students utilize native languages.	• Students are able to recognize/discuss culture and diversity issues from multiple viewpoints. ⊞ • Students make cultural connections and value perspectives other than their own. ⊞ • Students intentionally utilize native languages to enhance their learning. ⊞ ★ ★	*In addition to "Effective":* • 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/physical abilities (students with disabilities, gifted and talented), religion, age, and political beliefs. 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   ★ˢ Spanish Native-Language Instruction   ⬆ Students with Disabilities or Gifted/Talented   🖥 Information Literacy/Technology

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**

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

- Use of 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 ➕
- Demonstration of an asset-based perspective of students from diverse backgrounds, using their experiences as resources for learning vs. excuses or problems to overcome ➕
- Student participation in cooperative learning and diverse forms of expression (e.g,. storytelling, folktales, show and tell, autobiographies, music) ➕
- Parent and community member presence and contributions to the class experience ➕
- Role models representing diverse cultures ➕
- Differentiation of interactions based on knowledge of cultural differences ➕⭐
- Materials that honor students' native/first language(s); these may provide a bridge from their cultural (or vernacular, sign, assistive technology) language to academic language ➕⬆
- Use of technology and digital resources to learn about diverse cultures and to engage in appropriate social action ➕🖥
- Student research of multiple perspectives and opinions using digital resources, including online databases 🖥
- Various styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral
- Organize students in a variety of groupings to promote interaction ⭐
- Intentional facilitation of participation of all students (e.g., calling on students that do not raise their hands)
- Addressing systems of power and privilege, even in mono-cultural classrooms, in a way that decreases bias and increases equity ➕
- Acceptance of different registers of language and explicit teaching of their appropriate use in different contexts

***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/physical abilities (students with disabilities, gifted and talented), religion, age, and political beliefs. 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**	⭐ˢ **Spanish Native-Language Instruction**	⬆ **Students with Disabilities or Gifted/Talented**	🖥 **Information Literacy/Technology**

	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	• Does not model encouragement and enthusiasm. • Interactions between teacher/student or student/student are not respectful. • No or limited solicitation or acknowledgement of student input occurs. • Suggests that there are innate limits to what students can learn; does not communicate that effort-based learning leads to increased achievement.	• Inconsistently models encouragement and enthusiasm. • Interactions between teacher/student or student/student are generally respectful. • Invites student input, but teacher may rush or be dismissive about it. • Communicates that effort-based learning is the path to achievement, but demonstrates differing expectations for students based on perceived competence.	• Models encouragement and enthusiasm (e.g., verbal support, gestures, smiles) so students feel supported and persevere. ⊞★↑ • Interactions between teacher/student and student/student are respectful. ⊞ • 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). ⊞★↑ • Presumes all students (including students of color, linguistically diverse students, and those with disabilities) are competent and celebrates effort-based learning that leads to increased achievement. ⊞★↑	*In addition to "Effective":* • Reminds students of past challenges they have faced and overcome, pointing to students' self-efficacy. • Models academic risk-taking and commitment to life-long learning.
Student Behaviors	• 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.	• 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.	• 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. ⊞★↑	*In addition to "Effective":* • 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.

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

| ⊞ Cultural Competency	★ ELLs	★ˢ Spanish Native Language Instruction	↑ Students with Disabilities or Gifted/Talented	🖵 Information Literacy/Technology

Indicator LE.3: Implements **high, clear expectations** for student behavior and routines

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	• Expectations for student 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 student learning goes unaddressed. • Rituals and routines do not exist, resulting in mishandling of resources and/or loss of instructional time.	• Expectations for student behavior are consistently stated but are inconsistently applied. • Focuses on misbehavior of students but occasionally recognizes positive behavior as a strategy to redirect other students. • 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 student 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.	• High expectations for student behavior are clearly communicated and consistently and equitably applied to all students. ⊞ ★ ⬆ • Focuses on the positive behavior of students and intentionally recognizes positive behavior as a strategy to redirect other students. • Responses to misbehavior are equitable, respect students' dignity/cultural differences, and are sensitive to students' needs (including any educational disability). ⊞ ★ ⬆ • Instruction is rarely interrupted to address misbehavior, but misbehavior that detracts from student learning is addressed. • Clear rituals and routines make transitions and handling of resources efficient, maximizing instructional time.	*In addition to "Effective":* • Teacher provides minimal management or reminders to handle groups, transitions, and resources because students have internalized procedures and routines.
Student Behaviors	• 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.	• 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 can follow classroom rituals and routines with prompting.	• Students' misbehavior rarely detracts from others' learning. • Most students exhibit appropriate behavior, while others immediately change their behavior when prompted by teacher. • Students follow classroom rituals and routines without teacher prompting.	*In addition to "Effective":* • Students self-manage their behavior and manage others' behavior.

Examples of evidence for effective teacher and/or student behaviors *may* include:
- Posted daily schedule to remind students of routines ★ ⬆
- Precise directions from teacher ★ ⬆
- Teacher reactions are proportionate to the scale of the student behavior demonstrated
- Narration of the positive before taking corrective action (e.g., "3 narrations, 1 correction")
- Consistent corrective action
- Use of restorative justice techniques in response to student misbehavior
- Utilization of behavior charts to provide warnings and equitably manage behavior ⬆
- Use of proactive positive response model

⊞ **Cultural Competency**   ★ **ELLs**   ★ˢ **Spanish Native Language Instruction**   ⬆ **Students with Disabilities or Gifted/Talented**   🖵 **Information Literacy/Technology**

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	• Classroom is not arranged to facilitate learning or student interaction.* • Student work is not posted or accessible at all. • Academic tools,** when available, are not accessible and/or not utilized by students. • Does not provide Spanish materials when needed.	• Classroom is partially arranged to facilitate learning and student interaction.* • Student work is evident in classroom, in student materials and/or digitally. • Academic tools** are accessible but do not adequately support the objective(s). • Provides limited Spanish materials when needed.	• Classroom arrangement promotes learning and student interaction for all (including students with disabilities).* ⊞ ⬆ • Current and/or relevant student work (e.g., exemplars) is well-represented in a variety of formats and utilized in instruction. ★ 🖥 • Academic tools** (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. ★ˢ 🖥	*In addition to "Effective":* • Posted relevant exemplars demonstrate proficient and advanced work **and** specify **why** work is proficient. • Teacher explains why particular tools or resources are best to help students be savvy information consumers and learners of specific disciplines. 🖥
Student Behaviors	• Students do not use academic tools** and resources for intended purposes.	• Some students use academic tools** and resources for intended purposes.	• Most students use academic tools** and resources for intended purposes. 🖥 • Students maintain organization of personal materials (e.g., notebooks, pencils cases, folders). • Students independently reference examples of proficient or advanced work and criteria for the work.	*In addition to Effective:* • Students are proficient at and comfortable interacting with classroom digital tools and resources. 🖥 • Students maintain organization of classroom resources (e.g., books, manipulatives, computers, and other digital tools). 🖥 • Students create (or have created) academic tools,** resources, and/or visuals for classroom. 🖥

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

Academic tools can include manipulatives, charts/posters, reference books, graphic tools, anchor charts, and digital tools (e.g., computers, document cameras, interactive whiteboards, the Internet).

***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**   ★ˢ **Spanish Native Language Instruction**   ⬆ **Students with Disabilities or Gifted/Talented**   🖥 **Information Literacy/Technology**

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	• Objective(s) are not evident or clear. Agenda may be used in place of objective(s). • Objective(s) are not rigorous or appropriate. • Missed opportunities to connect content activities or tasks to the objective(s); activities or tasks are more the lesson focus.	• States objective(s) at the beginning of lesson, but does not make connections to objective(s) throughout lesson. • Objective(s) are appropriate for content and/or student needs. • Connects content activities or tasks to objective(s), but connections to unit goals, essential questions, standards and/or real-world situations are not made.	• Content/language objective(s) are clearly communicated (using Spanish when applicable and appropriate) throughout lesson (If not posted, objectives can be easily identified). ★ ★ˢ • Objective(s) are standards-based, rigorous, and appropriate for content and student 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.	*In addition to "Effective":* • Invites students to identify learning goals and collaboratively generate standards-based objectives.
Student Behaviors	• 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).	• Students can 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 can explain how tasks connect to objective(s) but cannot connect to previous learning, unit goals, and/or real-world situations.	• 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 can connect objective(s) to previous learning, unit goals, and/or real-world situations.	*In addition to "Effective":* • Students expand on the larger picture that the teacher outlines for them (e.g., they make their own connections between content/objective(s) and larger units or life).

Examples of evidence for effective teacher and/or student behaviors *may* include:
- Visuals of content/language objective(s) ★ ★ˢ ↑ 🖥
- Preview of concepts with English language learners to facilitate participation and learning ★ ★ˢ
- Student use of native language to develop conceptual understanding ★ ★ˢ
- Concepts related to the content are developed, 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 ↑ 🖥
- Student demonstration of mastery of the language objective through anecdotal evidence during independent work or an exit slip ★
- Forms and functions are structured for students through use of a variety of sensory and visual supports (e.g., anchor charts, personal sentence stems, and accountable talk posters) ★ ★ˢ 🖥
- A variety of groupings to allow students to access content ★ ★ˢ ↑
- Student demonstration of concepts through differentiated verbal/written communication (e.g., drawings, words/phrases, or complex sentences) ★ ★ˢ ↑ 🖥
- Referencing displayed unit goals to communicate a continuum of learning 🖥
- Modeling or demonstrating performance expectations for what mastery will look like ★ ★ˢ ↑
- Objective(s) connected to digital presence (e.g., Web pages, video capture of lesson, tutorials) that develop connections to prior understandings and/or concepts 🖥

***Content/Language objectives** are measurable statements that indicate what content students will learn and how they will demonstrate that learning through language functions and forms using appropriate supports.
- Language functions are the purpose(s) of the communication, such as narration or persuasion.
- Language forms are the conventions used to communicate, such as the grammatical structures, patterns, syntax, and mechanics associated with the sentence level meaning.

➕ Cultural Competency	★ ELLs	★ˢ Spanish Native Language Instruction	↑ Students with Disabilities or Gifted/Talented	🖥 Information Literacy/Technology

Domain: **Instruction**		Expectation: **Masterful Content Delivery**	

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

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	• 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 the majority of students exhibiting frustration/defeat. • Expects students primarily to remember and repeat facts and basic information. • Few **questions** are aligned to objective. • Scaffolds are absent or inappropriate.	• 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. • Tasks require students to use learning to solve problems or complete work in one context only. • Some **questions** guide students toward mastery of objective. • Scaffolds are appropriate for some students, while other students struggle too much or too little.	• Tasks are appropriately rigorous (complex; challenging; stimulating). 🟩⭐⬆️🖥️ • Tasks require students to extend their learning by analyzing data and solving problems/creating solutions for real-world situations or multiple contexts. 🖥️ • **Questions** are aligned to the objective 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 if no longer needed, as evidenced by independent student success with tasks. 🟩⭐⬆️🖥️ • Provides digital resources/tools as a support for rigorous tasks when appropriate. 🖥️	*In addition to "Effective":* • Provides opportunities for all students to self-evaluate, reflect, and share their problem-solving strategies and/or new ideas. 🟩⭐⬆️🖥️ • Provides digital resources/tools as an integrated component of the rigorous tasks. 🖥️

***Rigorous tasks** require considerable cognitive effort and may involve some level of struggle for students as they transfer their prior understanding to new situations. Further, these tasks 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).

****Critical thinking:** Students acquire and evaluate knowledge, analyze and evaluate evidence, and reason effectively before making judgments or decisions.

🟩 Cultural Competency	⭐ ELLs	⭐ˢ Spanish Native Language Instruction	⬆️ Students with Disabilities or Gifted/Talented	🖥️ Information Literacy/Technology

Domain: **Instruction**			Expectation: **Masterful Content Delivery**

Indicator I.2: Provides **rigorous tasks*** that require critical thinking** with **appropriate digital** and **other supports** to ensure student success			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**

Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Student Behaviors	• Students learn facts and approach tasks in rote ways, with little connection to ideas and issues beyond classroom. • Few students are observed thinking through the work because tasks lack rigor or are overly scaffolded. • Students answer questions with limited or single-word answers. • Students do not share their reasoning.	• Students may approach tasks and responses with some original thought or connection to ideas and issues beyond classroom. • Some students are observed thinking through the work, while tasks are not rigorous enough or are too scaffolded for others. • Students' responses may include some higher-level thinking or acknowledgment of diverse perspectives, but majority of answers are lower-level and/or their rationale is flawed. • Some students share their reasoning.	• Students extend their learning by formulating hypotheses, analyzing data, solving problems, and creating solutions for real world situations to deepen their understanding of the content/language objective(s). ⊞★✪↑🖥 • Most students (including students of color, linguistically diverse students, those with disabilities, and those identified as gifted and talented) are engaged in rigorous tasks requiring them to demonstrate creativity, critical thinking,** and analysis of diverse perspectives. ⊞★↑🖥 • Students construct viable arguments and questions to critique others' reasoning by responding to diverse perspectives; analyzing similarities and differences; justifying conclusions; and discerning correct logic from flawed reasoning. ⊞★↑ • Most students share their problem-solving process. 🖥	*In addition to "Effective":* • Students think in complex ways and are able to apply their knowledge to unpredictable 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).

Examples of evidence for effective teacher and/or student behaviors *may* include:
- Higher-order thinking (e.g., analyzing, evaluating, creating/synthesizing)
- Tasks that demonstrate usefulness and value of a discipline (e.g., those that illustrate application and relevance of discipline beyond classroom)
- Degree of scaffolding promotes gradual release ★✪↑
- 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
- Multiple ways to approach and complete tasks
- Constructing and integrating reading, writing and listening tasks as students' oral L2 develops ★✪
- Multiple opportunities for students to expand their think through talking (e.g., Think Pair Share, Turn & Talk, Small Group), draw out their connections (student-made visuals), and use realia and graphics to understand concepts ★✪↑
- Access to group, sensory, and visual supports to engage and help comprehension ★✪↑🖥
- Increasingly challenging tasks that require additional skills and/or effort during lesson
- Student understanding of complex texts, data sets, events, etc., using prior learning and inquiry skills
- Students having to draw inferences to generalize from new data and/or facts
- Features of new challenges not looking familiar, and students needing to demonstrate ability to apply skills or understanding in different contexts
- Asking students for reasoning behind their answers, regardless of whether answers are correct and typically before indicating if answers are correct or not
- **Questions** that require students to analyze, evaluate, and synthesize what they know and learn
- 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 🖥

***Rigorous tasks** require considerable cognitive effort and may involve some level of struggle for students as they transfer their prior understanding to new situations. Further, these tasks 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).

****Critical thinking:** Students acquire and evaluate knowledge, analyze and evaluate evidence, and reason effectively before making judgments or decisions.

⊞ **Cultural Competency**	★ **ELLs**	✪ **Spanish Native Language Instruction**	↑ **Students with Disabilities or Gifted/Talented**	🖥 **Information Literacy/Technology**

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	• Instructional method(s), activities, and materials are ineffective and do not support student mastery of objective(s). • Lesson structure is not coherent and is inappropriately sequenced and paced. • Demonstrates inadequate knowledge of content areas, key concepts, structures, standards, and content-specific terminology; or content taught is sometimes inaccurate. • Does not address student misconceptions during instruction. • Does not use oral and/or written language that is comprehensible to students.	• Instructional method(s), activities, and materials either build on students' prior knowledge or support student mastery of objective(s), but not both. • Lesson structure is coherent and may be logically sequenced, but may not be appropriately paced for mastery of objective(s). • Demonstrates adequate knowledge of some combination of content areas, key concepts, structures, standards, and content-specific terminology. • Inconsistently addresses students' misconceptions during lesson. • Oral and/or written language is comprehensible to some students. • Uses technology, but it does not enhance student learning.	• Instructional method(s), activities, and materials effectively build on students' prior knowledge and support student mastery of objective(s). ⊞ ★ ⬆ • Lesson structure is coherent and appropriately sequenced and paced to support mastery of objective(s). ⊞ ★ ⬆ • 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. ★ ★ˢ ⬆ • Uses technology as appropriate to enhance student mastery of objective(s). ★ ⬆ 🖥 • Balance of teacher/student talk is appropriate for chosen teaching methodology.	*In addition to "Effective"* • 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.

Examples of evidence for effective teacher and/or student behaviors *may* include:
- Gradual release model, inquiry-based model, cooperative learning, investigation, Socratic Seminars, direct instruction/ lecture, Collaborative Strategic Reading (CSR), etc.
- 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) ★ ★ˢ ⬆
- Providing wait time based on student need ★ ★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 ★ ★ˢ ⬆
- Explicitly indicating relationships and connections between L1 and L2, including similarities and differences in sound systems; word/phrase/sentence structures; word/sentence meanings; and effects of context on meanings ★ˢ
- Referring students to appropriate resources to find answers to their questions or locate additional information related to objective(s) 🖥
- Using document cameras or similar technology to make small items visually accessible to whole class ⬆ 🖥
- Integrating student use of digital tools and resources (e.g., Promethean boards, LCD projectors, and computers) 🖥
- Using materials and supports that address educational disabilities ⬆
- Providing time for self-correction

***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.

⊞ **Cultural Competency**	★ **ELLs**	★ˢ **Spanish Native Language Instruction**	⬆ **Students with Disabilities or Gifted/Talented**	🖥 **Information Literacy/Technology**

	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	- 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. - Use of incomplete sentences is not addressed.	- 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. - Use of incomplete sentences is inconsistently addressed.	- Consistently and explicitly teaches and models precise academic language connected to the content/language objective(s). ★ ★ˢ ↑ - Provides frequent opportunities for students to use academic language in rigorous, authentic ways through listening, speaking, reading, and/or writing. ★ ★ˢ - Acknowledges students' use of academic language and addresses instances when academic language is not used and/or used incorrectly. ★ ★ˢ - Encourages students to use complete sentences and addresses instances when sentences are incomplete. ★ ★ˢ	*In addition to "Effective":* - Facilitates students' recall and use of academic language from other contexts and/or personal experiences. ★ ★ˢ - Enables students' transfer of academic language to real-world situations. ▦ ★ ★ˢ

***Academic language** consists of language functions, language forms, and content vocabulary complex ideas that are used to describe complex ideas, higher-order thinking processes, and abstract concepts.
- Language functions are the purpose(s) of the communication, such as narration, persuasion, etc.
- Language forms are the conventions used to communicate, such as the grammatical structures, patterns, syntax, and mechanics associated with the sentence level meaning.

▦ **Cultural Competency**	★ **ELLs**	★ˢ **Spanish Native Language Instruction**	↑ **Students with Disabilities or Gifted/Talented**	🖥 **Information Literacy/Technology**

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)
Student Behaviors	• Few students use academic language with the teacher and peers. • Students are not observed using target language. • Students rarely use content vocabulary and/or use it incorrectly.	• Some students use academic language with the teacher and with peers. • 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.	• Most students use academic language with the teacher and peers. ★ ★ˢ↑ • Students are observed using target language (L1 or L2, as appropriate) in context-embedded, cognitively demanding ways, often in collaboration with other students. ★ ★ˢ • Students routinely and accurately use content vocabulary and language forms relevant to the objective(s). ★ ★ˢ	*In addition to "Effective":* • Students are observed encouraging one another to use academic language regardless of their language development levels or formal English background. ★ ★ˢ • Students appropriately transfer academic language skills from other contexts or real-life experiences.

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

- Explicitly using and holding students accountable for the use of content-specific language (e.g., *angle* instead of *corner*, *staccato* instead of *choppy*)
- 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↑
- Displaying and referencing visuals that show academic vocabulary in words and graphic representations ★ ★ˢ↑
- 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↑
- Student-created word walls, vocabulary boards, etc. to promote listening, reading, and writing ★ ★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
- Using graphic organizers to clearly define vocabulary and/or concepts (e.g., Frayer models, concept maps) that allow students to make connections and visuals when possible ★ ★ˢ↑🖥
- Offering kinesthetic experiences to promote listening and speaking ⊞ ★ ★ˢ↑
- Comparing and contrasting known and unknown concepts to activate prior knowledge and support the language domains ★ ★ˢ
- Providing methods for students to capture academic language (e.g., personal dictionaries, learning logs, double-entry journals) to promote reading and writing ★ ★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↑
- 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, visuals (e.g., illustrations, photographs, Frayer model, word wall) ⊞ ★ ★ˢ↑
  - Limiting number of vocabulary items presented to students at any one time ★ ★ˢ↑
  - Modeling correct phonetic and fluent pronunciation through slower pace and appropriate enunciation and intonation as necessary ★ ★ˢ↑

*Academic language consists of language functions, language forms, and content vocabulary complex ideas that are used to describe complex ideas, higher-order thinking processes, and abstract concepts.
- Language function is the purpose of the communication, such as narration, persuasion, etc.
- Language forms are the conventions used to communicate, such as the grammatical structures, patterns, syntax, and mechanics associated with the sentence level meaning.

⊞ Cultural Competency	★ ELLs	★ˢ Spanish Native Language Instruction	↑ Students with Disabilities or Gifted/Talented	🖥 Information Literacy/Technology

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	• 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**.	• 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.	• 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 determines if misunderstandings are due to language. ★ ★ˢ • **Questions** require most students to formulate responses and be accountable for their learning.	*In addition to "Effective":* • Provides criteria by which students assess their own and/or peer's mastery of objective(s). • Provides opportunities for students to reflect on their learning.
Student Behaviors	• Few students respond to questions. • Students do not correct misconceptions because teacher does not provide feedback.	• 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.	• 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.	• Students correct misconceptions through peer critique and questioning. • Students reflect on their progress and evaluate their mastery of 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 ★ ★ˢ ⬆
- Asking students to define or restate terms or concepts
- Having students elaborate using prompts, such as "Tell me more about_____" or "How do you know that?"
- Students explaining their thinking (metacognition)
- Explicitly asking students to identify their misunderstandings
- Regularly circulating throughout the room during the lesson to assess all students' understanding of objective(s); teacher may take notes on student progress
- Use of checklists/rubrics; students applying criteria to their work and/or to that of their peers
- Exit tickets
- Using online polling, "clickers," or student response systems to monitor student progress 🖥
- Conferencing
- Performance tasks (e.g., constructed responses, application tasks)
- Eliciting physical responses (e.g., thumbs up) to monitor understanding ★ ★ˢ ⬆
- Using native language to clarify concepts (through other adults or student peers) ★ˢ

▦ **Cultural Competency**	★ **ELLs**	★ˢ **Spanish Native Language Instruction**	⬆ **Students with Disabilities or Gifted/Talented**	🖥 **Information Literacy/Technology**

	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	• Does not modify/extend instructional methods, content, lesson processes, tasks, resources or products to support student needs. • **Questioning** is not differentiated for student needs.	• Modifies/extends instructional methods, content, lesson processes, **questioning**, tasks, resources, and/or products, but differentiation does not adequately address most students' needs and/or access to grade-level content. • **Questioning** is inconsistently differentiated for students' needs.	• Supports access to and/or extension of grade-level content by varying instructional methods, content, lesson processes, **questioning**, tasks, resources, and/or products to meet the diverse academic and linguistic needs of individual students (including students with interrupted formal education). ✚ ★ ★ˢ ↑ • **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. ★ ★ˢ ↑	*In addition to "Effective":* • Provides modified content, process, or product in response to reasonable student requests. • Supports all students in identifying how they learn best and in creating/utilizing strategies that support their individual needs.
Student Behaviors	• Few students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work products, and class participation.	• Some students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work products, and class participation.	• Students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work product, and class participation.	*In addition to "Effective":* • 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. ★ ★ˢ ↑ • Students actively engage in the use of technology tools to demonstrate different levels of understanding. 🖥

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 (homogenously 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 need and/or interests ★ ★ˢ
- Access to native language materials and grade-level or above-level texts, as appropriate ★ ★ˢ ↑
- Providing individualized academic supports to learn information or complete tasks, such as graphic organizers, math manipulatives, and online resources ★
- Providing access to one-on-one adult and/or peer support ★
- Utilizing various tools (e.g., technology/digital resources and assistive technology devices for students with disabilities) to meet students' learning needs ↑ 🖥
- 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
- Giving students multiple opportunities to answer questions, including in collaborative pairs or groups ★
- 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.

✚ Cultural Competency	★ ELLs	★ˢ Spanish Native Language Instruction	↑ Students with Disabilities or Gifted/Talented	🖥 Information Literacy/Technology

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	• Provides feedback to only a few students. • Feedback is not descriptive or timely; may be limited to evaluative or motivational (e.g., "good job," "excellent work"). • Does not provide next steps for students.	• 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.	• 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. ⬆	*In addition to "Effective":* • Provides academically focused descriptive feedback to all students. • Teacher intentionally provides opportunities for students to give one another academically focused descriptive feedback. • Ensures that students can identify next steps. • Feedback is generative and can be transferred to other settings.
Student Behaviors	• Few students are clear on steps needed to make progress towards mastery of objective(s).	• Some students are clear on steps needed to make progress towards objective(s).	• 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).	*In addition to "Effective":* • 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.

Examples of evidence for effective teacher and/or student behaviors *may* include:
- Circulating during lesson to **question** students and provide academically-focused descriptive feedback
- 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
- Providing feedback on students' use of strategies and metacognitive processes
- Providing feedback by modeling corrections in the response to a student (recasting) ★ ★ˢ
- Supporting grades/marks with written academically focused descriptive feedback
- Providing opportunities for student action/reflection based on feedback received
- Providing opportunities for students to self-assess and peer-assess (e.g., with rubrics)
- Data charts reflecting progress toward explicitly stated goals/objective(s) referenced during lesson
- Referencing anchor charts based on students' responses and/or work ★
- One-on-one conferencing, small group, 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 focused on students' progress toward mastery of content/language objective (s). It can be posed in the form of a question as well as a statement.

✚ Cultural Competency	★ ELLs	★ˢ Spanish Native Language Instruction	⬆ Students with Disabilities or Gifted/Talented	🖥 Information Literacy/Technology

	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	• 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.	• Provides some opportunities for students to communicate their ideas, but the opportunities are not effective in developing their 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.	• Provides frequent 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 as a means of developing their progress toward mastery of the objective(s). ▣ ★ ★ˢ ↑ 🖥 • Provides frequent and intentional opportunities for all students to collaborate as a means of developing their progress toward mastery of objective(s). ▣ ★ ★ˢ ↑ 🖥 • Establishes clear expectations for communication and/or collaboration among students with protocols and tools. Most students are held accountable for participation and for the content of their conversations. • Assistive technology and communication devices are utilized when needed. ↑ 🖥 • Prompts students or poses **questions** to facilitate accountable talk (listening, participating, clarifying, and elaborating). ★ ★ˢ ↑	*In addition to Effective:* • 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.

▣ **Cultural Competency**	★ **ELLs**	★ˢ **Spanish Native Language Instruction**	↑ **Students with Disabilities or Gifted/Talented**	🖥 **Information Literacy/Technology**

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	• 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.	• 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.	• 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 arguments that are supported by evidence. • Students interact appropriately in diverse groups and come to understand others' perspectives. ✚ • Most students assume personal responsibility for individual and collaborative work.	*In addition to Effective:* • 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. • As appropriate, students use various digital tools and resources for researching, communicating, and collaborating. 🖥

Examples of evidence for effective teacher and/or student behaviors *may* include:
- Provides 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
- Providing adequate wait time for students to process after questions are posed ★ ★ˢ ↑
- Variety of grouping arrangements
- Assigning group roles to promote student leadership and group accountability ★ ↑
- Students showing adaptability and work ethic in collaborative situations
- Student debates, role plays, simulations, interviews, etc.
- Tools evident in supporting oral language: accountable talk poster, anchor charts, personal sentence stems, etc. ★ ★ˢ ↑
- Providing opportunities for students to use Web pages (e.g., Wikis) , webcams, and other technology tools to communicate within and outside classroom 🖥
- Word walls, anchor charts, and other resources in the room align to the content and are used by teachers and students

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

******Collaboration** occurs when individuals work together in a cooperative manner for a common purpose or goal.

✚ **Cultural Competency**	★ **ELLs**	★ˢ **Spanish Native Language Instruction**	↑ **Students with Disabilities or Gifted/Talented**	🖥 **Information Literacy/Technology**

Online Resources

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

Appendices are meant to be support mechanisms for observers as they enter into observations in certain content areas/grade levels. They provide high-level awareness regarding unique instructional situations. The appendices are important considerations to keep in mind while gathering evidence during observations and should be referenced later when determining ratings.

Various appendices have been, and will continue to be, developed for identified content areas/grade levels for which unique classroom and/or student attributes should be considered when conducting observations. The appendices are NOT intended to be separate Frameworks, but rather clarifying documents to assist observers in understanding effective practices in particular contexts.

Please review all appropriate appendices prior to conducting observations. Later, when weighing evidence that informs teachers' ratings, again refer to these appendices in conjunction with the standard Framework for Effective Teaching Evidence Guide. Appendix bullet points supersede corresponding bullet points in the Evidence Guide unless otherwise noted. If appendix indicators are grayed out, all of the bullets for that indicator in the standard Evidence Guide apply.

Closer Looks http://leap.dpsk12.org (Hover over THE FRAMEWORK tab to find the link.)

In an effort to provide you with the most up-to-date information and support that reflect district-wide values and knowledge, we will work to update and place the Indicator Closer Looks on the LEAP website this year so they can be periodically updated and made more interactive.

Closer Looks provide a deeper look at each of the 12 indicators in the Learning Environment and Instruction Domains of the Framework for Effective Teaching, including examples of effective practice. We will collaborate with the Teaching and Learning department and practitioners throughout the year to develop high-quality resources related to each indicator. Please check the website periodically for additional information and resources.

SchoolNet Educator Development Tab https://schoolnet.dpsk12.org/

On the SchoolNet Educator Development tab, teachers can utilize "PD Search" to find resources aligned to each of the indicators in the Framework for Effective Teaching, including:

- **Classrooms in action**—videos of DPS teachers in DPS classrooms that demonstrate effective/distinguished teacher and/or student behaviors
- **Facilitated Learning**—courses facilitated by instructors, usually in either a face-to-face or hybrid (both face-to-face and online) format
- **Self-Directed Courses**—online, self-paced courses that share specific strategies or concepts
- **Planning Tools & Tips**—books and articles on specific topics
- **Professional Learning Networks**—online networks (primarily hosted in Edmodo) that provide opportunities for similar content/grade level teachers to connect and share best practices
- **Lectures, Webinars and Podcasts**—videos, podcasts, and other media that provide teachers additional content

Glossary http://leap.dpsk12.org (Hover over THE FRAMEWORK tab to find the link.)

The Glossary defines terms used throughout the Framework for Effective Teaching Evidence Guide and Closer Looks. As we learn of and share innovative best practices, the Glossary will be updated to reflect additions.

NOTE: The entire Framework can be found at http://leap.dpsk12.org/The-Framework/2012-13-Framework.aspx