

# 3 STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES

## INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p><b>Indicator 1</b> Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Teacher notes</li> <li>• Audio/visual/print artifact</li> </ul>	<ul style="list-style-type: none"> <li>• Extended discourse is engaging dialogue that is interactive, externalizes thinking, and focuses on creating meaning making of the learning</li> <li>• Discourse involves making argumentations, explaining, critiquing, and using logic and evidence to support or refute a claim</li> <li>• Forms of discourse: oral and written</li> </ul>
<p><b>Indicator 2</b> Teacher provides opportunities for <b>all</b> students to create and interpret multiple representations</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One artifact of the representation and/or its creation, interpretation, or use of the representation</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Student work</li> <li>• Teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple representations can be of the same or different concepts</li> <li>• Representations include models, diagrams, writing, digital and print media, images/visuals, data (e.g., graphs, tables), patterns, concept maps, drawings, videos, simulations</li> <li>• Representations are nonverbal ways for students to organize, externalize, extend, and manipulate thinking</li> </ul>
<p><b>Indicator 3</b> Teacher assists <b>all</b> students to use existing knowledge and prior experience to make connections and recognize relationships</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Lesson plan</li> <li>• Teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a variety of personal experiences, family and language backgrounds, and knowledge of the world, text variety, and multi-media</li> <li>• Teacher helps students use prior knowledge to draw analogies to support understanding of ideas</li> </ul>

**Indicator 4**

Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for **all** students

- Direct evaluator observation
- One confirmatory item from optional evidence source

- Teacher pre/post conference
- Teacher notes
- Student feedback (e.g., survey, writing)

- The classroom environment directly influences the extent to which students can engage in making meaning and learning and how they view themselves as learners
- Aspects of classroom environment include classroom culture, norms, routines, expectations, and communication patterns, as well as management of student behaviors, resource provision, and organization of physical space