

TEACHER HIGH LEVERAGE INSTRUCTIONAL STANDARDS AND INDICATORS

STANDARD 1 New Learning is Connected to Prior Learning and Experience 1	STANDARD 2 Learning Tasks have High Cognitive Demand for Diverse Learners 2	STANDARD 3 Students Engage in Meaning-Making through Discourse and Other Strategies 3	STANDARD 4 Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning 4	STANDARD 5 Assessment is Integrated into Instruction 5
Indicator 1 The teacher activates all students' initial understandings of new concepts and skills	Indicator 1 The teacher assigns tasks that purposefully employ all students' cognitive abilities and skills	Indicator 1 The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	Indicator 1 The teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	Indicator 1 The teacher plans on-going learning opportunities based on evidence of all students' current learning status
Indicator 2 The teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 2 The teacher assigns tasks that place appropriate demands on each student	Indicator 2 The teacher provides opportunities for all students to create and interpret multiple representations	Indicator 2 The teacher structures opportunities for self-monitored learning for all students	Indicator 2 The teacher aligns assessment opportunities with learning goals and performance criteria
Indicator 3 The teacher makes clear the purpose and relevance of new learning for all students	Indicator 3 The teacher assigns tasks that progressively develop all students' cognitive abilities and skills	Indicator 3 The teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Indicator 3 The teacher supports all students to take actions based on the students' own self-monitoring processes	Indicator 3 The teacher structures opportunities to generate evidence of learning during the lesson of all students
Indicator 4 The teacher provides all students opportunities to build on or challenge initial understandings	Indicator 4 The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.	Indicator 4 The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students		Indicator 4 The teacher adapts actions based on evidence generated in the lesson for all students