

TEACHER HIGH LEVERAGE INSTRUCTIONAL STANDARDS AND INDICATORS

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5
<p>New Learning is Connected to Prior Learning and Experience</p> <p style="font-size: 48px; opacity: 0.5;">1</p>	<p>Learning Tasks have High Cognitive Demand for Diverse Learners</p> <p style="font-size: 48px; opacity: 0.5;">2</p>	<p>Students Engage in Meaning-Making through Discourse and Other Strategies</p> <p style="font-size: 48px; opacity: 0.5;">3</p>	<p>Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning</p> <p style="font-size: 48px; opacity: 0.5;">4</p>	<p>Assessment is Integrated into Instruction</p> <p style="font-size: 48px; opacity: 0.5;">5</p>
<p>Indicator 1 Teacher activates all students' initial understandings of new concepts and skills</p>	<p>Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills</p>	<p>Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students</p>	<p>Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it</p>	<p>Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status</p>
<p>Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students</p>	<p>Indicator 2 Tasks place appropriate demands on each student</p>	<p>Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations</p>	<p>Indicator 2 Teacher structures opportunities for self-monitored learning for all students</p>	<p>Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria</p>
<p>Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students</p>	<p>Indicator 3 Tasks progressively develop all students' cognitive abilities and skills</p>	<p>Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships</p>	<p>Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes</p>	<p>Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students</p>
<p>Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings</p>	<p>Indicator 4 The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>	<p>Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students</p>		<p>Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students</p>



1

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Teacher activates all students' initial understandings of new concepts and skills</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student work 	<ul style="list-style-type: none"> • Initial understandings can sometimes support or conflict with learning new concepts/ideas • If initial understandings are ignored, the understandings that students develop can be very different from what the teacher intends • Teacher needs to pay attention to students' incomplete understandings and misconceptions that they bring with them to a given topic
<p>Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Students' previous learning includes learning that occurs in and out of school contexts
<p>Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Relevance of new learning includes connecting new learning to the broader learning goals of the lesson and understanding purpose of learning • Students should be answering the question: What is the point?
<p>Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Student work 	<ul style="list-style-type: none"> • Teacher needs to interpret levels of students' initial understandings in order to move learning forward

1

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

PERFORMANCE LEVELS

Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings
Level 4 Teacher fully activates all students' initial understandings (including misconceptions and incomplete understandings) through the use of multiple methods and/or modes*	Level 4 Teacher makes connections for all students between previously learned and/or new concepts and skills	Level 4 Teacher fully clarifies the purpose and relevance of new learning for all students, including clearly connecting new learning to longer-term learning goals	Level 4 Teacher employs effective and varied strategies, assisting all students in the process of bridging understanding from initial conceptions to targeted learning
Level 3 Teacher adequately activates most students' initial understandings (including misconceptions and incomplete understandings) by using at least two methods and/or two modes	Level 3 Teacher makes adequate connections for most students between previously learned and/or new concepts and skills	Level 3 Teacher adequately clarifies the purpose and relevance of new learning for most students, including sufficiently connecting new learning to longer-term learning goals	Level 3 Teacher employs adequate strategies (using at least two), assisting most students in the process of bridging understanding from initial conceptions to targeted learning
Level 2 Teacher inadequately activates most students' initial understandings (including misconceptions and incomplete understandings) using limited methods and/or modes	Level 2 Teacher makes inadequate connections for most students between previously learned and/or new concepts and skills	Level 2 Teacher inadequately clarifies the purpose and relevance of new learning for most students and/or minimally connects new learning to longer-term learning goals	Level 2 Teacher employs inadequate and unvaried strategies, only minimally assisting most students in the process of bridging understanding from initial conceptions to targeted learning
Level 1 Teacher activates no, or almost no students' initial understandings	Level 1 Teacher makes no, or almost no connections between previously learned and/or new concepts and skills for any student	Level 1 Teacher clarifies the purpose and relevance of learning for no, or almost no students and makes no, or almost no connections between new learning and longer-term learning goals	Level 1 Teacher employs no, or almost no strategies to assist any student in the process of bridging understanding from initial conceptions to targeted learning

1

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

TEACHER REVIEW AND REFLECTION ACTIVITY

What Teachers Need to Demonstrate	Pre-Video Review:	Pre-Video Planning:	Post-Video Analysis and Reflection:
	What does this indicator mean to me?	What will this look like in my classroom?	After watching the video of your lesson, what evidence can you claim supports your level?
<p>Indicator 1 Teacher activates all students' initial understandings of new concepts and skills</p>	This indicator means...	It could look like...	I am at level ____ as evidenced by...
<p>Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students</p>	This indicator means...	It could look like...	I am at level ____ as evidenced by...
<p>Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students</p>	This indicator means...	It could look like...	I am at level ____ as evidenced by...
<p>Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings</p>	This indicator means...	It could look like...	I am at level ____ as evidenced by...