

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 Teacher activates all students' initial understandings of new concepts and skills	Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	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	Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status
Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 2 Tasks place appropriate demands on each student	Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 2 Teacher structures opportunities for self-monitored learning for all students	Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria
Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	Indicator 3 Tasks progressively develop all students' cognitive abilities and skills	Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes	Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students
Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings	Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students		Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students

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

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

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

PERFORMANCE LEVELS

Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students
Level 4 Teacher provides effective guidance for all students to actively participate in reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	Level 4 Teacher effectively structures opportunities for all students to use varied representations that successfully engage student thinking, and successfully support their understanding of emerging/ developing concepts and/or their acquisition of skills	Level 4 Teacher uses various and effective strategies to help all students see connections and relationships between previous and present learning, furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 4 Teacher effectively enacts classroom routines and expectations so that all students value each other's contributions and fully support each other's learning
Level 3 Teacher provides adequate guidance for most students to actively participate in reciprocal and sustained interactions that generally enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	Level 3 Teacher adequately structures opportunities for most students to use more than one type of representation that generally engages student thinking, and generally supports their understanding of emerging/developing concepts and/or their acquisition of skills	Level 3 Teacher uses sufficient strategies to help most students see connections and relationships between previous and present learning, generally furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 3 Teacher adequately enacts classroom routines and expectations so that most students value each other's contributions and generally support each other's learning
Level 2 Teacher provides some guidance for some or most students to participate, to varying degrees , in limited interactions that somewhat enable them to articulate their developing understanding, only minimally deepening and/or consolidating that understanding or acquiring skills	Level 2 Teacher inadequately structures opportunities for some or most students to use representations; these opportunities only somewhat engage student thinking, and only somewhat support their understanding of emerging/developing concepts and/or their acquisition of skills	Level 2 Teacher uses limited strategies to help some or most students see connections and relationships between previous and present learning, only somewhat furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 2 Teacher inadequately enacts classroom routines and expectations so that few students value each other's contributions and/or minimally support each other's learning
Level 1 Teacher provides no, or almost no guidance for students to participate in any interactions that enable them to articulate their developing understanding; students are not deepening or consolidating their understanding or acquiring skills	Level 1 Teacher structures no, or almost no opportunities for any students to use representations that engage student's thinking, and support their understanding of emerging/developing concepts and/or their acquisition of skills	Level 1 Teacher uses no, almost no strategies to help any student see connections and relationships between previous and present learning to further their understanding of emerging/developing concepts and/or their acquisition of skills	Level 1 Teacher enacts no, or almost no classroom routines and expectations so that no, or almost no students value each other's contributions or support each other's learning

Four-Point Rating Scale

Level 4. The teacher is a highly effective practitioner within the classroom, successfully engaging all students through varied activities and structure that result in active participation and interest from students and evidence of significant student learning. The teacher regularly participates in the school community, demonstrates effective involvement in professional responsibilities, collaborates with most or all stakeholders, and facilitates professional learning and growth among colleagues.

Level 3. The teacher is generally an effective practitioner within the classroom, adequately creating activities and structure that result in active participation and interest from most students and evidence of student learning. The teacher participates in the school community, demonstrates adequate involvement in professional responsibilities, and collaborates with various stakeholders as required.

Level 2. The teacher is a somewhat ineffective practitioner within the classroom, creating activities and structure that result in limited participation and interest from many students and limited evidence of learning. The teacher minimally participates in the school community, performs minimal professional responsibilities, and collaborates with few stakeholders.

Level 1. The teacher is a mostly ineffective practitioner within the classroom, creating activities and structure that result in almost no participation and interest from most students and almost no evidence of learning. The teacher does not participate in the school community, performs no professional responsibilities, and does not collaborate with stakeholders.