

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



# 4 STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING

## 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 and <b>all</b> students understand what students are learning, why they are learning it, and how they will know if they have learned it</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• Student classroom interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Teacher pre/post conference</li> <li>• Student feedback (e.g., survey, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluator will observe teacher communication of learning goals, performance criteria, and purpose in the lesson</li> </ul>
<p><b>Indicator 2</b> Teacher structures opportunities for self-monitored learning for <b>all</b> 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>• Lesson plan</li> <li>• Student work</li> <li>• Student classroom interviews</li> <li>• Teacher notes</li> <li>• Teacher pre/post conference</li> <li>• Student feedback (e.g., survey, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• This indicator focuses on students' abilities to be reflective about their own learning and how a teacher structures opportunities for them to do so</li> <li>• Teacher provides instruction to students in self-monitoring strategies</li> <li>• Student artifacts include self-reflection tools provided by the teacher and students' notes</li> <li>• Students need to be clear about learning goals and performance criteria to engage in self-monitoring</li> <li>• Self-monitored student learning is a core 21<sup>st</sup> century skill</li> </ul>
<p><b>Indicator 3</b> Teacher supports <b>all</b> students to take actions based on the students' own self-monitoring processes</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• Student classroom interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher notes</li> <li>• Student work</li> <li>• Teacher pre/post conference</li> <li>• Student feedback (e.g., survey, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• This is a core 21<sup>st</sup> century skill</li> <li>• Evaluator might observe the teacher: providing time for student strategy use, talking to students about what/why they're doing the lesson, discussing with students what to do next, sharing strategy with class</li> <li>• Students' actions may include making margin notes, reorganizing information, conducting investigations, creating representations, or seeking assistance</li> <li>• Students revise their learning strategies based on their own evaluation of how their learning is progressing</li> </ul>

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## PERFORMANCE LEVELS

<b>Indicator 1</b> Teacher and <b>all</b> students understand what students are learning, why they are learning it, and how they will know if they have learned it	<b>Indicator 2</b> Teacher structures opportunities for self-monitored learning for all students	<b>Indicator 3</b> Teacher supports <b>all</b> students to take actions based on the students' own self-monitoring processes
<b>Level 4</b> All students in the class can <b>fully</b> explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	<b>Level 4</b> All students <b>actively</b> engage in reflection on their learning status, which is <b>directly</b> related to learning goals and performance criteria, during <b>well-structured</b> opportunities for reflection in the lesson	<b>Level 4</b> All students <b>routinely</b> take actions based on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support
<b>Level 3</b> Most students in the class can <b>generally</b> explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like OR Most students in the class can <b>fully</b> explain <b>two</b> of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	<b>Level 3</b> Most students <b>adequately</b> engage in reflection on their learning status, which is <b>generally</b> related to learning goals and performance criteria, during <b>moderately well-structured</b> opportunities for reflection in the lesson	<b>Level 3</b> Most students <b>frequently</b> take actions based <b>largely</b> on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support
<b>Level 2</b> Most students in the class can <b>only vaguely</b> explain <b>one or more</b> of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	<b>Level 2</b> Most students <b>do not</b> engage in <b>adequate</b> reflection on their learning status; this reflection is <b>generally unrelated</b> to learning goals and performance criteria, and there are <b>only limited, and/or poorly structured</b> opportunities for reflection in the lesson	<b>Level 2</b> Most student actions are <b>infrequently</b> based on their own assessment of their learning status <b>and/or</b> students have <b>few</b> self-assessment opportunities on which to base actions
<b>Level 1</b> No, or <b>almost no</b> students <b>can</b> explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	<b>Level 1</b> No, or <b>almost no</b> students engage in reflection on their learning status and there are <b>no, or almost no</b> opportunities for reflection in the lesson	<b>Level 1</b> No, or <b>almost no</b> students take actions based on their own assessment of their learning status <b>and/or</b> students have <b>no</b> self assessments on which to base actions

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## 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><b>Indicator 1</b> Teacher and <b>all</b> students understand what students are learning, why they are learning it, and how they will know if they have learned it</p>	This indicator means...	It could look like...	I am at level ____ as evidenced by...
<p><b>Indicator 2</b> Teacher structures opportunities for self-monitored learning for <b>all</b> students</p>	This indicator means...	It could look like...	I am at level ____ as evidenced by...
<p><b>Indicator 3</b> Teacher supports <b>all</b> students to take actions based on the students' own self-monitoring processes</p>	This indicator means...	It could look like...	I am at level ____ as evidenced by...