

**Possible Evidence for Domain I – Instruction and Assessment** - Communication, Instructional Strategies, Engagement Strategies, Meaningful Learning, Individual Accommodations, Assessment Use, Long-Term Learning

1. **Delivers engaging and challenging lessons**
2. **Deepens and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter**
3. **Identify gaps in student’s subject matter knowledge**
4. **Modify instruction to response to preconceptions or misconceptions**
5. **Relate and integrate the subject matter with other disciplines and life experiences**
6. **Employ higher order questioning techniques**
7. **Apply varied instructional strategies and resources, including appropriate technology to provide comprehensible instruction and to teach for student understanding**
8. **Differentiate instruction based on an assessment of student learning needs and recognition of individual. Differences in students.**

<b>Standard Element</b>	<b>Source of Evidence</b>	<b>Evidence that might demonstrate the standard</b>
<b>Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction</b>	<b>Lesson Plan</b>	<ul style="list-style-type: none"> <li>• Materials are selected and used to represent a broad view of life, family and career choices for all students</li> <li>• Teacher strategically incorporates the students’ cultures, background knowledge and interests into planning and instruction</li> <li>• Teacher strategically plans for the range of physical and academic development exhibited by the students</li> <li>• Language components are integrated into lessons in order to enhance the English Learner’s acquisition of English</li> </ul>
	<b>Reflective Conversation</b>	<ul style="list-style-type: none"> <li>• Teacher is familiar with and sensitive to the background of students in different ethnic, language, socioeconomic and exceptionality groups</li> <li>• Teacher reviews the language proficiency levels of English Learners and explains how this information will impact planning instruction and student activities</li> <li>• Teacher considers aspects of students’ backgrounds that may impact the way the student learns</li> </ul>

	<p><b>Class Profiles / Focus Student Profiles / Assessment data</b></p>	<ul style="list-style-type: none"> <li>• Teacher has access to and analyzes data and other available assessment results to identify the level of language acquisition for each English Learner</li> <li>• Teacher reviews assessment data to determine that all students have the knowledge and skills needed to be successful in the learning activity</li> </ul> <table border="1" data-bbox="821 337 1894 521"> <tr> <td colspan="2" data-bbox="821 337 1894 375">Items to Consider</td> </tr> <tr> <td data-bbox="821 375 1360 521"> <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Reading level</li> <li>○ Conceptual development</li> <li>○ Writing ability</li> </ul> </td> <td data-bbox="1360 375 1894 521"> <ul style="list-style-type: none"> <li>○ Language proficiency level</li> <li>○ Other assessment data</li> <li>○ Procedural knowledge</li> <li>○ Ability to work with others</li> </ul> </td> </tr> </table>	Items to Consider		<ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Reading level</li> <li>○ Conceptual development</li> <li>○ Writing ability</li> </ul>	<ul style="list-style-type: none"> <li>○ Language proficiency level</li> <li>○ Other assessment data</li> <li>○ Procedural knowledge</li> <li>○ Ability to work with others</li> </ul>
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<p><b>A -The educator consistently communicates clearly and accurately</b></p> <p><b>Establishing and articulating goals for student learning</b></p>	<p><b>Classroom Observation</b></p>	<ul style="list-style-type: none"> <li>• Teacher activates prior knowledge or learning to help students achieve the new content or skill</li> <li>• Teacher communicates the learning goals for the lesson (written or verbal) and are clearly understood by students</li> <li>• Using language that is developmentally appropriate for students.</li> <li>• Writing clearly, legibly, and coherently.</li> <li>• Learning expectations are consistently high, including tasks that require high levels of critical thinking</li> <li>• Teacher communicates and makes the learning goals explicit at the beginning of the lesson, either orally or in writing</li> <li>• Students understand the learning goal(s) for the lesson and understand how the goals connect with prior learning experiences</li> <li>• Use of exemplars to define proficiency and mastery for students</li> <li>• Use of rubrics to define proficiency and mastery for students</li> <li>• Modeling performance expectations of proficiency and mastery for students</li> <li>• <i>Nonverbal communication is extremely important to influence students level of interest. Tone of voice, gestures and body position show teachers enthusiasm for material.</i></li> <li>• <i>Use of Pause time to emphasize critical information.</i></li> </ul>				
	<p><b>Lesson Plan book</b></p>	<ul style="list-style-type: none"> <li>• Teacher breaks down the larger goals/standards into manageable learning goals; lessons are sequenced to build on previous learning experiences</li> <li>• Lesson goals are selected to provide appropriate levels of challenges in response to the needs of the students</li> <li>• Learning goals are based on the appropriate academic content standards</li> </ul>				
<p><b>Developing and sequencing long-term</b></p>	<p><b>Lesson Plan book</b></p>	<ul style="list-style-type: none"> <li>• Learning goals address both short-term and long-term learning</li> </ul>				

<b>and short-term instructional plans to support student learning</b>		<ul style="list-style-type: none"> <li>• Teacher sequences learning activities over time to help students achieve larger goals/standards</li> <li>• Planning includes breaking down knowledge, skills, and abilities into logically sequenced lessons; Teacher sequences short-term lesson plans to achieve a long-term learning goal</li> </ul>	
	<b>Curricular Calendar</b>	<ul style="list-style-type: none"> <li>• Teacher develops a year-long curricular calendar so that the essential content standards are distributed across the academic year</li> </ul>	
<b>Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</b>	<b>Classroom Observation</b>	<ul style="list-style-type: none"> <li>• Teacher scaffolds and extends instruction, allowing students to build on previous learning experiences</li> <li>• Teacher provides the appropriate instruction if prerequisite skills and knowledge are lacking</li> <li>• Multiple strategies for checking student understanding are used during the learning process</li> <li>• Students are provided with many structured opportunities to practice oral language in the classroom setting</li> </ul>	
	<b>Lesson Plan</b>	<ul style="list-style-type: none"> <li>• Instructional strategies are chosen so that each student can engage with the content in a way that leads to mastery</li> <li>• Assessments are embedded within the instructional plan</li> </ul>	
	<b>Reflective Conversation</b>	<ul style="list-style-type: none"> <li>• Teacher can identify and explain the connections between the learning goals and the activities and materials that will be used</li> </ul>	
<b>Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</b>	<b>Lesson Plan</b>	<ul style="list-style-type: none"> <li>• Teacher modifies or adjusts the learning goals to meet the needs of particular students</li> <li>• Teacher offers a variety of materials or options within activities that reflect multiple learning modalities</li> <li>• Teacher modifies his or her instructional plans to reteach the missing concepts, methods, or skills, and/or incorporate further work in future instruction</li> </ul>	
	<b>Classroom Observation</b>	<ul style="list-style-type: none"> <li>• Teacher anticipates and responds to differences among students by providing a range of materials and/or levels of support during the learning activities</li> <li>• Teacher determines before, during and after a lesson, whether students are making progress toward the learning goals</li> <li>• Modifications are made in response to observed difficulties during the lesson. Some observable adaptations might be: <table border="1" data-bbox="774 1292 1892 1365"> <tr> <td>○ Supplying different types of examples</td> <td>○ Extending the period of time for students to work</td> </tr> </table> </li> </ul>	○ Supplying different types of examples
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		<ul style="list-style-type: none"> <li>○ Providing more structure for an activity</li> <li>○ Approaching a concept through different methods</li> </ul>	<ul style="list-style-type: none"> <li>○ Scaffolding an activity so that students can accomplish more than they might on their own</li> </ul>																															
<p><b><i>B- Educator uses a variety of effective instructional strategies</i></b></p>	<p><b>Student Work Analysis</b></p>	<ul style="list-style-type: none"> <li>• Teacher responds to signs of student misunderstanding with a wide repertoire of modifications to accommodate diverse student needs</li> <li>• Modifications include focusing on specific knowledge or skills that students need in order to attain the expected goal or extend the goals to reflect deeper or more complex understanding</li> <li>• Teacher uses a wide range of strategies to check for understanding during the lesson; Teacher is prepared with a plan when a certain group of students do not understand a concept</li> <li>• Adjustments are made in the course of teaching a lesson when assessments indicate that some students are not understanding the concept</li> </ul>																																
	<p><b>Classroom Observation or Lesson Plan Book/Individual Lesson Plan</b></p>	<table border="1" data-bbox="785 776 1883 1177"> <thead> <tr> <th colspan="2">Teacher Instructional Methods</th> <th colspan="2">Student Activities</th> </tr> </thead> <tbody> <tr> <td>Facilitate</td> <td>Question</td> <td>Read</td> <td>Role Play</td> </tr> <tr> <td>Lecture</td> <td>Consult</td> <td>Write</td> <td>Class Discussion</td> </tr> <tr> <td>Observe</td> <td>Model</td> <td>Presentation</td> <td>Build models</td> </tr> <tr> <td>ELD Support</td> <td>High level questions</td> <td>Journal</td> <td>Choral Reading</td> </tr> <tr> <td>Small Group Instruction</td> <td>TPR</td> <td>Hands-on activities/projects</td> <td>Group Activities</td> </tr> <tr> <td>Stations</td> <td>One-on-One</td> <td>Experiment</td> <td>Partner Activities</td> </tr> <tr> <td></td> <td></td> <td>Reflection on Learning</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Teacher <u>strategically</u> selects and uses a wide variety of instructional strategies and materials to meet the needs of each learner</li> <li>• Teacher uses a variety of instructional activities during a lesson (lecture, discussion (partner and small group), individual practice...)</li> <li>• Instructional methods are planned to meet the individual needs of students</li> <li>• Teacher gives students opportunities to build on their areas of strength</li> </ul>		Teacher Instructional Methods		Student Activities		Facilitate	Question	Read	Role Play	Lecture	Consult	Write	Class Discussion	Observe	Model	Presentation	Build models	ELD Support	High level questions	Journal	Choral Reading	Small Group Instruction	TPR	Hands-on activities/projects	Group Activities	Stations	One-on-One	Experiment	Partner Activities			Reflection on Learning
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		<ul style="list-style-type: none"> <li>• Teacher uses strategies that require all students to be engaged in the learning</li> <li>• Modifications are made for students who have specific physical, emotional, behavioral, language, or learning differences</li> <li>• Teachers works with individual students or small groups</li> <li>• Students are presented with an appropriate number of choices so they do not feel confused or overwhelmed</li> <li>• Students are given several ways to demonstrate their learning</li> <li>• Flexible groupings are used to provide small group instruction when needed</li> <li>• Questioning – engagement/active student response strategies</li> <li>• <i>Ask questions to see what already know and inference questions to draw conclusions and make predictions about information presented</i></li> <li>• Academic games and inconsequential competition</li> <li>• Big 8 Strategies – Expectations, Attention Prompts, Proximity, Cueing – verbal, Signals – nonverbal, Time Limits, Tasking, Voice</li> <li>• <i>Establish a rating system for students to rate how confident they are in their understanding. Hand signals, polling technology, color coded cards, ask questions that students can respond with voting formats, vote with feet – move to corner you think is the answer, write response on erasable response boards or cards.</i></li> <li>• <i>Give One, Get One – students take notes and compares with another student and shares one thing they didn't record.</i></li> </ul>
<p><b><i>Use of Explicit Instruction</i></b></p>	<p><b>Lesson Plans</b></p> <p><b>The teacher helps students effectively interact with new knowledge.</b></p>	<ul style="list-style-type: none"> <li>• Use of explicit instruction strategies (Lesson Design Template)</li> <li>• Teacher has a starter when students enter the room</li> <li>• Teacher has a hook to connect background knowledge and stimulate interest in subject</li> <li>• Vocabulary is taught and posted in room</li> <li>• The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks AND monitors the extent to which strategies have their desired effect, which includes: elaborating on critical information and summarizing it in linguistic and nonlinguistic ways</li> <li>• Previews new content by activating students' prior knowledge</li> <li>• Organizes content into small chunks appropriate for students</li> <li>• Provides guidance as to which information is most important</li> <li>• Has students interact about each chunk of content</li> <li>• Asks inferential or elaborative questions</li> <li>• Has students summarize content</li> <li>• Has students create graphic organizers representing content</li> <li>• The teacher signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information</li> </ul>

		<ul style="list-style-type: none"> <li>• Previews reading selections or chapters</li> <li>• Uses K-W-L strategy or variation of it</li> <li>• Asks or reminds students what they already know about the topic</li> <li>• Provides an advanced organizer (i.e., outline, graphic organizer)</li> <li>• Has students brainstorm</li> <li>• Uses an anticipation guide</li> <li>• Uses a motivational hook/launching activity (i.e., anecdotes, short videos)</li> <li>• Uses a word splash activity to connect vocabulary to upcoming content</li> </ul> <p><b>Organizes students into small groups to facilitate the processing of new information</b></p> <ul style="list-style-type: none"> <li>• Has established routines for student grouping and student interaction in groups Organizes students into ad hoc groups for the lesson, Pairs, Triads, Small groups up to about 5</li> </ul> <p><b>When appropriate (as opposed to routinely), the teacher designs homework to deepen students' knowledge of informational content or practice a skill, strategy, or process.</b></p> <ul style="list-style-type: none"> <li>• Communicates a clear purpose for homework</li> <li>• Extends an activity that was begun in class to provide students with more time</li> <li>• Assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently</li> <li>• Uses homework as a home/school connection for verbal processing of new knowledge</li> </ul> <p><b>When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.</b></p> <ul style="list-style-type: none"> <li>• Engages students in activities that require students to examine similarities and differences between content</li> <li>• Comparison activities</li> <li>• Classifying activities</li> <li>• Analogy activities</li> <li>• Metaphor activities</li> <li>• Follows analysis of similarities and differences with having students summarize what they have learned and/or explaining how the activity has added to their understanding of the content</li> </ul> <p><b>When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.</b></p> <ul style="list-style-type: none"> <li>• Engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process</li> <li>• Guided practice if students cannot perform the skill, strategy, or process independently</li> <li>• Independent practice if students can perform the skill, strategy, or process independently</li> </ul> <p><b>The teacher asks questions of typically underserved students with the same frequency and depth as other students.</b></p>
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		<ul style="list-style-type: none"> <li>• Asks typically underserved students complex questions at the same rate as other students</li> <li>• Rephrases questions</li> <li>• Scaffolds questions for all students for language and ability needs</li> <li>• Allows various responses to show understanding</li> <li>• Gives wait time equitably</li> <li>• Doesn't let students "off the hook"</li> <li>• Uses think-pair-share</li> <li>• Uses team discussions</li> <li>• Uses written response</li> </ul> <p><b>The teacher probes typically underserved students' incorrect answers in the same manner as other students' incorrect answers.</b></p> <ul style="list-style-type: none"> <li>• Rephrases questions in response to incorrect answers</li> <li>• Asks additional questions to further explain answers</li> <li>• Breaks questions into smaller/simpler parts when answers are incorrect</li> <li>• Allows students to collect their thoughts and returns to them at a later time</li> </ul> <p><b>The teacher manages response rates.</b></p> <ul style="list-style-type: none"> <li>• Uses wait time</li> <li>• Uses response cards</li> <li>• Has students use hand signals to respond to questions</li> <li>• Uses choral response</li> <li>• Uses technology to keep track of students' responses</li> <li>• Uses response chaining</li> </ul> <p><b>The teacher uses physical movement.</b></p> <ul style="list-style-type: none"> <li>• Has students stand up and stretch or use related activities when their energy is low</li> <li>• Uses activities that require students to physically move to respond to questions</li> <li>• Vote with your feet</li> <li>• Go to the part of the room that represents the answer you agree with</li> <li>• Has students physically act out or model content to increase energy and engagement</li> <li>• Use give-one-get-one activities that require students to move about the room</li> </ul> <p><b>The teacher models and provides guided practice</b></p> <p><b>The teacher includes independent practice</b></p> <p><b>The teacher has assessment to see if students understand the content</b></p> <p><b>There is closure for each lesson</b></p> <p><b>Re-teaching and enrichment are included in the lesson</b></p> <p><b>The teacher reflects on the lesson and makes adjustments as necessary</b></p> <p><b>The teacher plans for the diverse needs of the students</b></p>
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Standard Element	Source of Evidence	Evidence that might demonstrate the standard	
<p><b><i>C- The educator uses a variety of engagement strategies</i></b></p> <p><b>Using knowledge of students to engage them in learning</b></p>	<p><b>Reflective Conversation</b></p>	<ul style="list-style-type: none"> <li>• Materials and activities are developmentally appropriate</li> <li>• Teacher can explain how he/she gets to know about the community in which he/she teaches</li> <li>• Students are allowed to demonstrate their learning through their identified areas of strength</li> </ul>	
	<p><b>Lesson Plan or Student Activity Documents</b></p>	<ul style="list-style-type: none"> <li>• Teacher utilizes a wide variety of “get to know you” activities in order to learn as much as possible about the students</li> <li>• Modeling and encouraging positive interaction</li> <li>• Connecting to cultural perspectives (e.g., gender, ethnicity, etc.)</li> </ul>	
	<p><b>Focus Student or Class Profile</b></p>	<ul style="list-style-type: none"> <li>• Teacher documents focus students’ strengths, interests, needs and uses this information to inform planning and instruction; Teacher identifies and builds on existing areas of student competence</li> </ul>	
	<p><b>Documentation</b></p>	<ul style="list-style-type: none"> <li>• Teacher actively learns about the students through: <table border="1" data-bbox="825 786 1860 938"> <tbody> <tr> <td data-bbox="825 786 1346 938"> <ul style="list-style-type: none"> <li>• Home visits</li> <li>• Consultations with colleagues</li> <li>• Conferences with parents</li> <li>• Reviewing student files</li> </ul> </td> <td data-bbox="1346 786 1860 938"> <ul style="list-style-type: none"> <li>• Student interest surveys</li> <li>• Learning styles questionnaires</li> <li>• “Get to Know You” activities</li> <li>• Journal entries</li> </ul> </td> </tr> </tbody> </table> </li> <li>• Teacher incorporates students’ culture, background knowledge and interests into instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Home visits</li> <li>• Consultations with colleagues</li> <li>• Conferences with parents</li> <li>• Reviewing student files</li> </ul>
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<p><b>Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests</b></p>	<p><b>Lesson Plan Book or Individual Lesson Plan</b></p>	<ul style="list-style-type: none"> <li>• Teacher includes specific activities in the lesson to link the content with students’ past experiences and interests</li> <li>• Students are allowed some choices in learning activities to align with personal interests</li> <li>• Students are provided with opportunities to develop and explore his/her own ideas and experiences</li> <li>• Teacher builds on prior knowledge and skills to enable students to apply their thinking to solving problems or to new situations</li> <li>• Students are given opportunities to choose individual topics, projects or activities</li> <li>• Students are productively engaged in learning activities that are appropriate to their levels of understanding and achievement</li> </ul>	

	<b>Student Survey or Questionnaire</b>	<ul style="list-style-type: none"> <li>Teacher gathers information about the students' experiences and interests to form planning</li> </ul>
<b>Connecting subject matter to meaningful, real-life contexts</b>	<b>Lesson Plan Book or Individual Lesson Plan</b>	<ul style="list-style-type: none"> <li>Teacher uses real world applications to connect with lesson content</li> </ul>
	<b>Student Work</b>	<ul style="list-style-type: none"> <li>Some assessments are designed so that students can demonstrate their knowledge and skills by applying it to real-world situations</li> <li>Students are researching information about careers that interest them</li> </ul>
	<b>Classroom Observation</b>	<ul style="list-style-type: none"> <li>Stimulating interest and enthusiasm.</li> <li></li> <li>Students are applying math skills (percent and decimals) to a review of current newspaper sales sheets</li> <li>Teacher links 7<sup>th</sup> grade study of the Samurai and medieval Japan to modern day popularity of martial arts instruction</li> </ul>
<b>Promoting critical thinking through inquiry, problem solving, and reflection</b>	<b>Classroom Observation or Lesson Plan or Student Rubric/Goal Setting document</b>	<ul style="list-style-type: none"> <li>Students are given opportunities to assess their own learning and establish learning goals for themselves</li> <li>Rubrics are used to provide detailed feedback regarding the students' strengths and areas for growth</li> </ul>
	<b>Classroom Observation</b>	<ul style="list-style-type: none"> <li>Teacher encourages and <u>teaches</u> students how to develop their own ability to think independently, creatively, and/or critically in order to solve problems</li> <li>Teacher asks open-ended questions; high level questions</li> <li>Teacher <u>teaches</u> students how to critique their own work and direct their own learning</li> <li>Teacher helps students become familiar with their current level of knowledge and skills</li> </ul>
	<b>Classroom Observation or Lesson Plan</b>	<ul style="list-style-type: none"> <li>Teacher assigns activities that include more than one method of approaching or completing the task</li> <li>Students are given opportunities to collect and interpret data</li> <li>End of class discussion, review, or reflection of work is a routine part of the daily activities</li> </ul>

	<b>Student Portfolios</b>	<ul style="list-style-type: none"> <li>• Students have portfolios of their work where written reflections are kept</li> </ul>
<b>Monitoring student learning and adjusting instruction while teaching</b>	<b>Classroom Observation</b>	<ul style="list-style-type: none"> <li>• Teacher builds on students' comments and questions during the lesson to extend their understanding</li> <li>• Teacher allows adequate time for students to think about their answers</li> <li>• Teacher assesses students frequently and adjusts lessons accordingly</li> <li>• Teacher is sensitive to the verbal and nonverbal signals that each English learner might use to indicate that he/she does not understand what is expected</li> <li>• Knows how to monitor overall class engagement – students answer questions, act interested</li> <li>• Teacher asks students to signal their level of engagement- hand signals, cards</li> <li>• Re-engages students by calling on them, incorporating movement, going to groups to identify areas of confusion and correct misconceptions</li> <li>• Increases their enthusiasm</li> <li>• Increases response rates with hand signals, random name calling (names from a jar), response cards, paired response, response chaining, choral response, elaborative interrogation</li> <li>• Multiple types of questions – retrieval, analytical, predictive, interpretive, evaluative.</li> <li>• Uses Physical Movement to change student focus, concentration or engagement i.e stand up and stretch. Vote with Feet, corners activities.</li> <li>• Maintains a lively pace or speeds up and slows down the pace of the lesson to meet the engagement needs of students.</li> <li>• The teacher notices when students are not engaged</li> </ul>
<i>D- The educator involves students and/or staff in meaningful learning</i>	<b>Lesson Plan Book or Individual Lesson Plan</b>	<ul style="list-style-type: none"> <li>• Teacher uses real world applications to connect with lesson content</li> </ul>
	<b>Student Work</b>	<ul style="list-style-type: none"> <li>• Some assessments are designed so that students can demonstrate their knowledge and skills by applying it to real-world situations</li> <li>• Students are researching information about careers that interest them</li> </ul>
	<b>Classroom Observation</b>	<ul style="list-style-type: none"> <li>• Stimulating interest and enthusiasm.</li> <li>• Teaching integrated content and skills for real world application</li> <li>• Students are applying math skills (percent and decimals) to a review of current newspaper sales sheets</li> </ul>

		<ul style="list-style-type: none"> <li>• Teacher links 7<sup>th</sup> grade study of the Samurai and medieval Japan to modern day popularity of martial arts instruction</li> <li>• Using a variety of teaching strategies to promote problem solving activities and task completion.</li> <li>• Focusing on quality work.</li> <li>• Reflecting on and evaluating student performance for the purpose of improvement.</li> <li>• Using prior knowledge to connect new knowledge, skills, and understanding.</li> </ul>
<b>E- The educator makes reasonable and appropriate individual accommodations.</b>		<ul style="list-style-type: none"> <li>• The teacher uses data to plan and provide interventions that meet individual student learning needs, including ELL, special education, and students who come from home environments that offer little support for schooling</li> <li>• Identifying special conditions that are in need of accommodations (e.g., language, disabilities, emergencies, etc.)</li> <li>• Designing and implementing a variety of accommodations.</li> <li>• Using available resources to inform and support the design and implementation of accommodations</li> <li>• Uses differentiation <ul style="list-style-type: none"> <li>• Uses data for flexible grouping</li> <li>• Implements a variety of classroom interventions o Knows when to move students to the next level of intervention</li> <li>• Identifies the accommodations/adaptations that must be made for individual ELL students or groups within a lesson and/or unit of instruction</li> <li>• Has plans that have been adapted or modified appropriately according to the language needs of the student</li> <li>• Accommodations and adaptation are visible throughout the classroom and units of instruction</li> </ul> </li> </ul>
<b>Standard Element</b>	<b>Source of Evidence</b>	<b>Evidence that might demonstrate the standard</b>
<i><b>F- The educator uses assessment to guide instruction and verify that meaningful learning is taking place.</b></i>		<ul style="list-style-type: none"> <li>• Using both formal and informal measures.</li> <li>• The teacher designs instruction with assessments aligned to clearly stated learning target (daily) and/or learning goal (longer term). Those assessments are adapted to meet student learning needs.</li> <li>• Demonstrating flexibility and responsiveness to assessment results.</li> <li>• Providing timely and constructive feedback to learners.</li> </ul>

		<ul style="list-style-type: none"> <li>Evaluating student progress by such as class participation, performance, tests, projects, work samples, portfolios, homework, means etc.</li> <li><i>Establish Student Growth Goal(s)</i></li> <li>Goals are specific, measurable and time bound based on multiple sources of available data that reveal prior student learning</li> <li>Helps students track their individual progress on the learning goal</li> </ul>
		<ul style="list-style-type: none"> <li></li> <li></li> </ul>
<b>Applying knowledge of the purposes, characteristics, and uses of different types of assessments</b>	<b>Classroom Observation</b>	<ul style="list-style-type: none"> <li>During the course of a lesson or series of lessons, the teacher incorporates entry level, progress monitoring (checking for understanding) and summative assessment</li> <li>Formative assessment is used within the writing program to promote student learning</li> <li>Use of checks for understanding to adjust instruction. <ul style="list-style-type: none"> <li>Questioning – assessment/check for understanding</li> <li>Ticket out the door</li> </ul> </li> <li>Assignments (check vs. independent practice)</li> </ul>
	<b>Lesson Plan</b>	<ul style="list-style-type: none"> <li>Results from the entry level assessment for the new chapter in math are used to group students for instruction</li> </ul>
	<b>Class Profile</b>	<ul style="list-style-type: none"> <li>Student assessment data is reviewed and analyzed to identify individual academic strengths and areas for growth</li> </ul>
	<b>Grade Level Benchmark Assessment</b>	<ul style="list-style-type: none"> <li>Results from the district writing assessment are analyzed to identify adjustments to instruction that may be needed</li> </ul>
<b>Collecting and analyzing assessment data from a variety of sources to inform instruction</b>	<b>Classroom Observation</b>	<ul style="list-style-type: none"> <li>Students show evidence of understanding the learning goals before, during and after the lesson</li> <li>Teacher assesses student understanding at the end of a lesson in order to inform planning of the next lesson</li> </ul>
	<b>Student Work Analysis</b>	<ul style="list-style-type: none"> <li>Teacher reflects on the success of each lesson and success is determined by the level of student understanding</li> </ul>
<b>Reviewing data, both individually and with colleagues, to monitor student learning</b>	<b>Data Analysis Documents</b>	<ul style="list-style-type: none"> <li>Teacher individually reviews SAGE and benchmarks and other local assessment results and uses the information to plan appropriate instruction and academic activities for each English Learner</li> </ul>
	<b>Student Work Analysis</b>	<ul style="list-style-type: none"> <li>Teacher evaluates and analyzes a class set of student work to determine next steps for instruction</li> </ul>

	<b>Grade Level Team Meeting Minutes</b>	<ul style="list-style-type: none"> <li>Teacher participates in ongoing monitoring of the of the English Learners' content progress and language skills within the structure of grade level teams; plans are made about impact on planning and instruction</li> </ul>
<b>Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</b>	<b>Entry Level Assessment</b>	<ul style="list-style-type: none"> <li>Teacher selects learning goals that are appropriate for all students based on entry level assessment data</li> </ul>
	<b>Lesson Plan</b>	<ul style="list-style-type: none"> <li>Teacher differentiates or modifies learning goals to meet the knowledge, skills and abilities of individual students</li> <li>Learning goals are updated frequently based on periodic assessment of student progress</li> </ul>
	<b>Student Work</b>	<ul style="list-style-type: none"> <li>Some assessments are designed so that students can demonstrate their knowledge and skills by applying it to real-world situations</li> <li>Student work is analyzed to determine next steps for instruction; students are grouped for targeted instruction</li> </ul>
<b>Involving all students in self-assessment, goal setting, and monitoring progress</b>	<b>Class Assignments / Rubrics</b>	<ul style="list-style-type: none"> <li>Students are provided with substantial support when they are learning the strategies for self-assessment in the form of graphic organizers, specific procedures, questions for students to routinely ask themselves...</li> <li>Students are provided with clear learning goals and performance criteria</li> <li>Rubrics and criteria provide students with a clear understanding of what they did well and what needs improvement</li> <li>Teacher provides examples of student work at different levels of achievement to support students with self and peer assessment</li> <li>Teacher provides the same rubric or criteria for student self-assessment, peer assessment and teacher assessment and feedback</li> </ul>
	<b>Student Portfolios</b>	<ul style="list-style-type: none"> <li>Teacher assists students in using a portfolio of their work to illustrate their progress in terms of rubrics and reflection on learning; students are encouraged to share their progress with families through student led conferences</li> </ul>
	<b>Classroom Observation or Lesson Plan</b>	<ul style="list-style-type: none"> <li>Teacher teaches students how to critique their own work and direct their own learning</li> <li>Teacher helps students become familiar with their current level of knowledge and skills through use of rubrics which provide detailed feedback regarding strengths and areas for growth</li> <li>Teacher models and teaches students to revise their work in response to their self-critique so they learn how to improve performance</li> <li>Teacher provides routine opportunities for students to examine, reflect on, and revise their own work</li> </ul>

<p><b>Using available technologies to assist in assessment, analysis, and communication of student learning</b></p>	<p><b>Communication Documents</b></p>	<ul style="list-style-type: none"> <li>Teacher clearly communicates information about academic progress to students and their families</li> </ul> <table border="1" data-bbox="829 264 1892 518"> <thead> <tr> <th colspan="2"><b>Methods of Communicating Progress to Students</b></th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Grades</li> <li>Criteria scores on District achievement assessments</li> <li>Written comments on individual pieces of student work</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Report cards</li> <li>Rubric levels</li> <li>Student conferences</li> <li>Test scores</li> <li>Feedback on student work portfolio</li> </ul> </td> </tr> </tbody> </table> <table border="1" data-bbox="829 553 1892 841"> <thead> <tr> <th colspan="2"><b>Methods of Communicating Progress to Families</b></th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Scheduled conference</li> <li>Student work sent home</li> <li>Telephone calls</li> <li>Written notes about student needs</li> <li>Progress reports</li> <li>Report cards</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Class newsletters</li> <li>Written notes about positive events or progress</li> <li>Home visits</li> <li>Email correspondence</li> <li>Electronic grading programs</li> <li>Class / school website</li> </ul> </td> </tr> </tbody> </table>	<b>Methods of Communicating Progress to Students</b>		<ul style="list-style-type: none"> <li>Grades</li> <li>Criteria scores on District achievement assessments</li> <li>Written comments on individual pieces of student work</li> </ul>	<ul style="list-style-type: none"> <li>Report cards</li> <li>Rubric levels</li> <li>Student conferences</li> <li>Test scores</li> <li>Feedback on student work portfolio</li> </ul>	<b>Methods of Communicating Progress to Families</b>		<ul style="list-style-type: none"> <li>Scheduled conference</li> <li>Student work sent home</li> <li>Telephone calls</li> <li>Written notes about student needs</li> <li>Progress reports</li> <li>Report cards</li> </ul>	<ul style="list-style-type: none"> <li>Class newsletters</li> <li>Written notes about positive events or progress</li> <li>Home visits</li> <li>Email correspondence</li> <li>Electronic grading programs</li> <li>Class / school website</li> </ul>
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<p><b>Using assessment information to share timely and comprehensible feedback with students and their families</b></p>	<p><b>Parent / Family Communications</b></p>	<ul style="list-style-type: none"> <li>Teacher ensures that students and their families understand the learning goals</li> </ul> <table border="1" data-bbox="730 881 1892 1143"> <thead> <tr> <th colspan="2"><b>Possible Methods for Communicating Goals to Families</b></th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Beginning of the School Year notices</li> <li>Newsletters</li> <li>Homework instructions</li> <li>Report cards</li> <li>Electronic grading programs</li> <li>Telephone</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Parent Conferences</li> <li>Notes to parents</li> <li>Individualized Education Plan (IEP)</li> <li>Email correspondences</li> <li>Website postings</li> </ul> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Teacher communicates students' learning to assist families, support teachers, instructional aides in providing appropriate support to improve student achievement</li> <li>Communication with families is handled in a non-threatening way that is respectful of the cultural and socio-economic diversity in the community</li> </ul>	<b>Possible Methods for Communicating Goals to Families</b>		<ul style="list-style-type: none"> <li>Beginning of the School Year notices</li> <li>Newsletters</li> <li>Homework instructions</li> <li>Report cards</li> <li>Electronic grading programs</li> <li>Telephone</li> </ul>	<ul style="list-style-type: none"> <li>Parent Conferences</li> <li>Notes to parents</li> <li>Individualized Education Plan (IEP)</li> <li>Email correspondences</li> <li>Website postings</li> </ul>				
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<p><b>G- The educator systematically reviews and</b></p>		<ul style="list-style-type: none"> <li>Providing opportunities for guided practice and independent performance.</li> <li>Systematically reviewing essential concepts.</li> <li>Using a variety of strategies for application and review of concepts</li> </ul>								

<b>reinforces concepts to support long-term learning.</b>		<ul style="list-style-type: none"><li>• Use of starters for review and exit tickets</li><li>• Effective use of the lesson design template in planning.</li><li>• Use of summative (SAGE) data to inform practice.</li><li>• Use of formative data (Benchmark) to inform practice.</li><li>• <i>Teacher helps students track their individual progress and uses formative data to chart progress of individual and entire class progress on learning goals.</i></li><li>• <i>The teacher administers individual score-level assessments to the entire class, only moving up to the next level once the majority of students in the class have mastered the content at the current level.</i></li><li>• Use of checks for understanding to adjust instruction.</li></ul>
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