

High Leverage Instructional Practices	<ul style="list-style-type: none"> • Danielson (WCSD 2nd ed adapted) 	Marzano
<p>I. Student-centered Instruction</p> <p>“In student-centered classrooms, students are directly involved and invested in the discovery of their own knowledge. Through collaboration and cooperation with others, students engage in experiential learning that is authentic, holistic, and challenging. Students are empowered to use prior knowledge to construct new learning. Through the development of the metacognitive process, students reflect on their thinking. Curriculum and assessment are centered on meaningful performances in real-world contexts. As a partner in learning, teachers intentionally create organized and cohesive experiences to assist students to make connections to key concepts.</p> <p>Teacher Practices:</p> <p><i>1. Teachers and students are partners in the social process of construction of learning.</i></p> <p>Teachers create a classroom climate of collaboration and establish the learning process as a partnership between teachers and students. Teachers use student <u>prior knowledge and interests</u> to create learning opportunities that support students to independently and collaboratively <u>generate connections between their background knowledge and authentic experiences to construct new knowledge, make decisions and problem solve.</u></p>		

<p>a. Teachers ensure students are engaged in decision-making, have opportunities to explore topics of their choice, and co-create learning experiences to deepen their understanding of critical content.</p>	<p><u>Domain 3: Instruction</u> <u>Component 3c: Engaging Students in Learning</u> <u>Element: Activities and assignments</u> – All activities and assignments are differentiated to cognitively engage all students. Teacher provides opportunities for students to initiate or adapt activities and projects to enhance their understanding.</p> <p><u>Domain 3: Instruction</u> <u>Component 3c: Engaging Students in Learning</u> <u>Element: Instructional materials and resources</u> – Instructional materials and resources are suitable to the instructional purposes and engage students cognitively. Teacher provides opportunities to initiate the choice, adaptation, or creation of materials to enhance their learning.</p> <p><u>Domain 3: Instruction</u> <u>Component 3e: Demonstrating Flexibility and Responsiveness</u> <u>Element: Teacher seizes opportunities to enhance learning, building on student interests, questions, constructive feedback, or a spontaneous event.</u></p>	
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<p>b. Teachers scaffold learning of critical content to provide for individual needs and preferences.</p> <p>c. Since new meaning comes through social interaction, teachers <u>facilitate learning</u> rather than lecturing, and <u>provide time for students to participate in collaborative learning situations during most of the instructional day</u>.</p>	<p>(scaffolding?)</p> <p><u>Domain 3: Instruction Component 3c: Engaging Students in Learning Element: Grouping of students – Teacher-designed instructional groups</u> are productive and fully appropriate to the students or to the instructional purposes of the lesson and facilitate differentiation. Teacher provides opportunities for students to take the initiative. (language - “teacher grouping” vs. “collaborative learning”)</p>	<p>II. <u>Lesson Segments Addressing Content</u></p> <p>4. Chunking content into ‘digestible bites’ (e.g., the teacher presents content in small portions that are tailored to students’ level of understanding) (not necessarily “scaffolding”)</p> <p>II. <u>Lesson Segments Addressing Content</u></p> <p>2. Organizing students to interact with new knowledge (e.g. the teacher organizes students into dyads or triads to discuss small chunks of content</p> <p>10. Organizing students <u>to practice and deepen knowledge</u> (e.g. the teacher organizes students into <u>groups</u> designed to review information or practice skills)</p> <p>16. Organizing students for cognitively complex tasks (e.g. the teacher organizes students into small <u>groups to facilitate cognitively complex tasks</u>)</p>
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<p>2. Metacognition – Teachers instruct students how to be metacognitive in their learning and provide them with opportunities to reflect on what and how they learn in an environment where they take responsibility for their learning.</p> <p>a. Teachers model the process of metacognition by using student work to <u>think aloud about what the learning goals is, where the student is in relation to the goal, and what the student can do to move forward.</u></p> <p>b. Teachers provide concrete <u>opportunities</u> during the learning experience for students to reflect on their learning (e.g., self-assessment logs, journals, small group and whole class discussions).</p> <p>c. Teachers ask questions that prompt students to consider <u>how they solved problems, why they accepted or rejected ideas, and how they might solve the problem differently next time,</u> and provides adequate time for students to use these prompts to <u>reflect on what and how they learn.</u></p>	<p><u>Domain 3: Instruction Component 3d: Using Assessment in Instruction Element: Student self-assessment and monitoring of progress – Teacher provides frequent opportunities for student self-assessment and for students to make active use of that information. (“how?”)</u></p> <p><u>Domain 3: Instruction Component 3c: Engaging Students in Learning Element: Structure and pacing – The lesson’s structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate and reflects the need for all students.</u></p>	<p><u>II. Lesson Segments Addressing Content</u></p> <p>8. Reflecting on learning (e.g. the teacher asks students to reflect on what they understand or what they are still confused about)</p>
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<p><u>3. Teachers use meaningful and authentic assessment in a real world context.</u></p> <p>a. When assessing students, teachers evaluate students' application of concepts and skills in real world contexts beyond the school and classroom settings and provides specific feedback about performance.</p> <p>b. Teachers <u>plan and provide interventions and/or additional instruction for individual or groups of students based on the results of assessment</u> (formal, informal, formative and/or summative).</p>	<p><u>Domain 3: Instruction Component 3d: Using Assessment in Instruction Element: Feedback to students</u> – Teacher's feedback to students is timely, equitable, and specific. Teacher provides opportunities for students to make use of the feedback. (application in real world contexts?)</p> <p><u>Domain 3: Instruction Component 3d: Using Assessment in Instruction Element: Monitoring of student learning</u> – Teacher monitors the progress of individual students through the use of continuous specific formative and summative assessment techniques</p> <p><u>Element: Lesson adjustment</u> – Teacher makes fluid adjustments to a lesson, when appropriate for student needs, and may involve students in making those adjustments.</p>	<p><u>I. Lesson Segments Involving Routine Events</u></p> <p>2. Tracking student progress (e.g. using formative assessment the teacher helps students chart their individual and group progress on a learning goal) (application in real world contexts?)</p>
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<p>II. Teaching for Understanding</p> <p>“Teaching for understanding is leading students to engage in a variety of thought-provoking activities such as explaining, finding evidence and examples, generalizing, applying, making analogies, and representing the topic in new ways. Grant Wiggins (1998) states, —Understanding is not just about coverage of knowledge... but about <u>‘uncoverage’—being introduced to new ideas and being asked to think more deeply and more carefully about facts, ideas, experiences, and theories previously encountered and learned.</u> According to Wiske (1998), it shifts instruction from a paradigm of memorizing and practicing to one of <u>understanding and applying.</u> It is best accomplished through addressing classroom practices and supporting the teacher as the primary change agent.”</p> <p>Teacher Practices:</p> <p>1. <i>Construction of deep conceptual and procedural knowledge</i> – Teachers require students to <u>actively engage the essential concepts and skills.</u></p>	<p><u>Domain 3: Instruction Component 3b: Using Questioning and Discussion Techniques</u> <u>Element: Quality of questions - ...Students formulate content relevant questions</u> <u>Element: Discussion techniques/Student participation</u> – Teacher intentionally creates an opportunity for student-led discussions, where students make unsolicited contributions. <u>Element: All activities and assignments are differentiated to cognitively engage all</u></p>	<p>II. Lesson Segments Addressing Content (all 3 design questions with the 18 elements)</p> <p>III. Lesson Segments Enacted on the Spot 2. Using academic games (e.g. when students are not engaged, the teacher uses adaptations of popular games to reengage them and focus their attention on academic content)</p>
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<p>2. <i>Development of representations and conceptual models</i> – Teachers facilitate student <u>development of extensive mental frameworks or schemas</u> to organize facts, concepts, and principles into deep conceptual and procedural knowledge.</p> <p>3. <i>Induct students into the discipline</i> – Teachers embed essential concepts and skills within a discipline. They address how the concepts and skills <u>function within the discipline and connect them to the work of professionals in the field.</u></p>	<p>students. Teacher provides opportunities for students to initiate or adapt activities and projects to enhance their understanding.</p> <p><u>Element:</u> Instructional materials and resources – Instructional materials and resources are suitable to the instructional purposes and engage students cognitively. Teacher provides opportunities to initiate the choice, adaptation, or creation of materials to enhance their learning.</p> <p><u>Domain 3: Instruction Component 3a:</u> Expectations for Learning <u>Element:</u> Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning and linking that purpose to student interests... (not connecting to work of pros in field)</p> <p><u>Domain 1: Planning and Preparation Component 1c:</u> Setting Instructional Outcomes</p>	<p>II. Lesson Segments Addressing Content 7. Recording and representing knowledge (e.g. the teacher asks students to summarize, take notes, or use non-linguistic representations)</p> <p>II. Lesson Segments Addressing Content (all 3 design questions with the 18 elements) (not connecting to work of pros in field)</p>
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<p>4. <i>Application of new learnings and understandings to new and novel situations</i> – Teachers facilitate the application of new learnings and understandings, requiring students to apply what has been learned in novel and unconventional ways, especially in real-world situations, to address situations or problems that they have not previously encountered.</p> <p>a. Teachers design tasks and provide extension opportunities that allow for <u>greater student autonomy and increase student level of sophisticated understanding and performance.</u></p>	<p><u>Element:</u> Where appropriate, outcomes demonstrate several different types of learning and opportunities for interdisciplinary integration at appropriate levels of rigor or diverse learning styles. Teacher collaborates with colleagues to enhance integration.</p>	<p>II. <u>Lesson Segments Addressing Content</u></p> <p>17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g. the teacher engages students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks) (apply in novel, real-world situations?)</p>
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<p>III. Assessment for Learning</p> <p>“Formative assessment is a process, not an assessment tool or instrument, which includes collecting information on student progress toward a learning goal. The information is used to adjust instruction and increase student learning. The assessment for learning process is not an add-on to instruction, but an integral part of instruction necessary to identify and close the learning gap for each student. Assessment for learning is used by both teachers and students. Teachers use feedback to check for student understanding during the instructional process and to make adjustments to their instruction as necessary. Students use feedback from the process to monitor their own learning and to make adjustments to their learning tactics. Formative assessment practices provide students with clear learning targets, examples and models of strong and weak work, regular descriptive feedback, and the ability to self-assess, track learning, and set goals.”</p> <p><u>Teacher Practices:</u></p> <p>1. <i>Learning Progressions</i> – Teachers can consistently clearly articulate the <u>sub-goals of the learning goal, defining the pathway along which students are expected to progress in a domain, which can be presented to students as a continuum of learning and which allows teachers to adequately plan pre-assessment, assessment for learning activities, and identify a student’s zone of proximal development as well as provide differentiation for individual students.</u></p>	<p><u>Domain 1: Planning and Preparation</u> <u>Component 1e:</u> Designing Coherent Instruction <u>Element:</u> The lesson’s or unit’s structure is clear and allows for different pathways of differentiated instruction according to diverse student needs. The progression of activities is highly coherent.</p>	
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<p>2. <i>Clear learning goals and success criteria</i> – Teachers articulate the learning goals to students in “student-friendly” language and provide criteria for success, as well as examples of both high and low quality work, regularly <u>facilitating student understanding</u> of learning goals, success criteria and high quality work.</p> <p>3. <i>Instructional modifications and scaffolding for students are provided from carefully elicited evidence of student learning</i> – Teachers <u>collect on-going evidence of student learning relative to the learning goal</u> (through e.g., observations, embedded questions, probes, ungraded quizzes, scoring guides, or other checks for understanding) to identify students’ zone of proximal development, and to provide sufficiently <u>detailed information for action and provide instructional modifications and scaffolding</u> to <u>close each student’s learning gap</u>.</p> <p>a. Teachers regularly provide <u>differentiated instructional opportunities</u> to close learning gaps or increase students’ level of sophistication <u>relative to the learning goals</u>.</p>	<p><u>Domain 3: Instruction Component 3d: Using Assessment in Instruction Element: Monitoring of student learning</u> – Teacher monitors the progress of individual students through the use of continuous specific formative and summative assessment techniques</p> <p><u>Element: Lesson adjustment</u> – Teacher makes fluid adjustments to a lesson, when appropriate for student needs, and may involve students in making those adjustments. (scaffolding; zone of proximal development?)</p> <p><u>Domain 3: Instruction Component 3c: Engaging Students in Learning Element: Activities and assignments</u> – All activities and assignments are differentiated to cognitively engage all</p>	<p>I. <u>Lesson Segments Involving Routine Events</u></p> <p>2. Providing clear learning goals and scales to measure those goals (e.g. the teacher provides or reminds students about a specific learning goal) (other aspects of “clear learning goals and success criteria”?)</p>
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<p>4. Descriptive feedback – Teachers regularly plan and provide students with timely descriptive feedback that identifies <u>both their successes and any gaps</u> that exist in specific knowledge, skills, strategies <u>and steps needed to progress toward meeting the learning goal</u>, so that students have an opportunity to implement that feedback and meet the goal.</p> <p>5. Self and peer assessment – Teachers consistently plan structured learning opportunities for the <u>generation of self and peer assessment</u> whereby students provide and receive feedback to close the gap between the learning target and their current status.</p> <p>a. Teachers consistently teach and <u>model the metacognitive process</u> by making their thinking about a problem or task explicit and asking questions that encourage students to consider how they think about their thinking and learning, how learning problems are strategically solved and why a particular learning strategy or approach to a task was used (e.g., metacognitive self-talk is modeled like “I am aware I don’t know how to use this formula, so I will check with my classmates/teacher to get an explanation I can understand.”)</p>	<p>students...</p> <p><u>Domain 3: Instruction Component 3d: Using Assessment in Instruction Element: Feedback to students</u> – Teacher’s feedback to students is timely, equitable, and specific. Teacher provides opportunities for students to make use of the feedback.</p> <p><u>Element: Student self-assessment and monitoring of progress</u> – Teacher provides frequent opportunities for student self-assessment and for students to make active use of that information.</p>	<p>I. <u>Lesson Segments Involving Routine Events</u></p> <p>2. Tracking student progress (e.g. using formative assessment the teacher helps students chart their individual and group progress on a learning goal)</p> <p>(metacognition?)</p>
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<p>6. <i>Collaborative classroom climate</i> – Teachers nurture a collaborative classroom climate that is conducive to assessment for learning, i.e., <u>taking risks and providing and receiving feedback that strengthens the quality of self-regulated thinking and personal, peer and team work produced.</u></p> <p>[Note “Collaborative Classroom Climate”, i.e. “environment”, is developed <i><u>in the context of assessment for learning for meeting the learning target</u></i> – i.e., taking risks and providing and receiving feedback that strengthens the quality of self-regulated thinking and work produced.]</p> <p>a. Teachers <u>display high expectations for all students.</u></p>	<p><u>Domain 2: Classroom Environment</u> <u>Component 2b:</u> Establishing a Culture for Learning <u>Element:</u> Expectations for learning and achievement – Teacher consistently and skillfully conveys high expectations for the academic and behavioral performance of all students through instructional outcomes, activities, assignments, and classroom interactions. Teacher intentionally creates opportunities for students to set expectations for their own learning.</p>	<p>III. Lesson Segments Enacted on the Spot</p> <p>16. Demonstrating value and respect for low expectancy students (e.g. the teacher demonstrates the same positive affective tone with low expectancy students as with high expectancy students)</p> <p>17. Asking questions of low expectancy students (e.g. the teacher asks questions of low expectancy students with the same frequency and level of difficulty as with high expectancy students)</p> <p>18. Probing incorrect answers with low expectancy students (e.g. the teacher inquires into incorrect answers with low expectancy students with the same depth and rigor as with</p>
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<p>b. Teachers model and provide instruction of <u>desired norms of respect, transparency, and appreciation of differences</u> (e.g., disorders, challenges, abilities, cultural differences).</p>	<p><u>Domain 2: Classroom Environment</u> <u>Component 2d: Managing Student Behavior</u> <u>Element: Expectations</u> – Standards of conduct are posted, stated and referred to by all students and appear to have been developed with student participation</p> <p><u>Component 2c: Management of instructional groups</u> <u>Element: The teacher has clearly established procedures and routines for group work, and all students follow the behavioral expectations and are able to monitor themselves and others.</u></p> <p><u>Element: Teacher facilitates a climate in which student(s) demonstrate genuine caring for one another and monitor one another’s treatment of peers, correcting classmates respectfully when needed.</u></p>	<p>high expectancy students.</p> <p>I. Lesson Segments Involving Routine Events 4. Establishing classroom routines (e.g. the teacher reminds students of a rule or procedure or establishes a new rule or procedure)</p>
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<p>IV. Rigorous and Relevant Instruction</p> <p>“A rigorous and relevant curriculum is one that is cognitively demanding and challenging to students as they apply the essential concepts and skills to real world, complex and open ended situations. The content is not just interesting to students, but involves particular intellectual challenges. When students successfully meet these challenges, their new learning will have meaning and value in <u>contexts beyond the curriculum unit or classroom setting</u>. Rigor and relevance is characterized by content that is linked to a core disciplinary concept or skill and ...</p> <p>1) requires students to do <u>authentic work</u>, using methods that are specific to the discipline and applying what they know or what they are learning to solve complex problems 2) involves the use of prior knowledge, the development of in-depth understanding, and the ability to develop and express ideas and findings through elaborated communication.”</p> <p><u>Teacher Practices:</u></p> <p>1. <i>Higher order thinking (HOT)</i> – Teachers provide cognitively complex learning opportunities and tasks to students that require them to <u>perform higher order thinking</u>, e.g., predict, hypothesize, justify, interpret, synthesize, evaluate, analyze, and/or generally create new levels of meaning and understanding to be successful.</p>	<p><u>Domain 1: Planning and Preparation</u> <u>Component 1e:</u> Designing Coherent Instruction <u>Element:</u> Learning activities – Learning activities are highly relevant and rigorous for diverse learners and support the instructional outcomes. They are designed to engage students in high-level cognitive activity and are differentiated as appropriate, for individual learners.</p>	<p>II. <u>Lesson Segments Addressing Content</u> 5. Group processing of new information (e.g. after each chunk of information, the teacher asks students to summarize and clarify what they have experienced) 6. Elaborating on new information (e.g. the teacher asks questions that require students to make and defend inferences)</p>
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<p>2. <i>Depth of knowledge and student understanding</i> – Teachers sustain a focus on <u>significant disciplinary content</u> which reflects deep understanding of critical disciplinary concepts, skills, and processes, <u>helping students develop an integrated, holistic understanding of important concepts so they are able to articulate issues, problems, nuances, and different applications of important disciplinary content, rather than fragmented pieces of information.</u></p> <p>3. <i>Value beyond school</i> – Teachers provide learning opportunities for students to <u>apply concepts and skills to situations, issues, and problems in the world beyond school.</u></p>		<p>12. Examining similarities and differences (e.g. the teacher engages students in comparing, classifying, creating analogies & metaphors)</p> <p>13. Examining errors in reasoning (e.g. the teacher asks students to examine informal fallacies, propaganda, bias)</p> <p>17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g. the teacher engages students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks)</p>
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<p>a. Teachers collaborate with one another to strengthen curriculum through interdisciplinary connections so students make connections among essential concepts and skills from two or more disciplines and use those to solve complex, real-world problems.</p> <p>b. Teachers provide access to information, resources, experts, and technology that students will need to complete authentic tasks.</p>	<p><u>Domain 1: Planning and Preparation</u> <u>Component 1c: Setting Instructional Outcomes</u> <u>Element: Integration –</u> Where appropriate, outcomes demonstrate several different types of learning and opportunities for interdisciplinary integration at appropriate levels of rigor or diverse learning styles. Teacher collaborates with colleagues to enhance integration. (solving real-world problems?) (authentic tasks?)</p> <p><u>Domain 3: Instruction</u> <u>Component 3c: Engaging Students in Learning</u> <u>Element: Instructional Strategies –</u> Extensive research based instruction strategies are used. Teacher incorporates extensive use of appropriate technology in their lesson. <u>Element: Instructional materials and resources -</u> are suitable to the instructional purposes and engage students cognitively. Teacher provides opportunities to initiate the choice, adaptation, or creation of materials to enhance their learning.</p>	
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<p>c. Teachers engage students in understanding the <u>value of applying the concepts and skills to influence an audience beyond school.</u></p>	<p><u>Component 3e:</u> Demonstrating Flexibility and Responsiveness <u>Element:</u> Persistence – Teacher persists in seeking effective approaches for all students including those who need help and/or enrichment using an extensive repertoire of strategies and soliciting additional resources beyond the school.</p>	
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V. Teaching for Learner Differences

Teaching for Learner Differences is about planning for and teaching to variances among learners in the classroom to create the best learning environment possible. It is designed to ensure **all** students acquire the essential concepts and skills of the Iowa Core. Using data to guide instructional decision-making students are provided core, supplemental and intensive levels of support. Teaching for Learner Differences is a framework which provides processes so that all students have access to the general education curriculum. It is best accomplished through a proactive approach where student and environmental data are used to plan for, implement, and adjust for the needs of all students.

** Educator allows for differences in expression of learning.* - Multiple options for participation/engagement allow teachers to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Teacher Practices:

1. Teachers plan instruction focused on the most critical "big ideas" within the content area, which are aligned to the essential concepts and skills.

Domain 1: Planning and Preparation

Component 1a:

Demonstrating Knowledge of Content and Pedagogy

Element: Knowledge of the structure of the discipline, Common Core State Standards and other content standards – Teacher demonstrates extensive knowledge of the important concepts and skills in the

<p>2. Teachers design and deliver instruction using a variety of methods to <u>match students' needs based on assessment data of students' prior knowledge, readiness, individual interest and learning preferences.</u></p> <p>a. Teachers scaffold instruction so that all students can engage in higher order thinking.</p> <p>b. Teachers provide multiple, flexible methods of instructional presentation aligned to students' individual learning preferences.</p>	<p>standard(s) and how these relate both to one another and to other disciplines.</p> <p><u>Domain 1: Planning and Preparation</u> <u>Component 1c: Setting Instructional Outcomes</u> <u>Element: Suitability for diverse learners –</u> Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups in the class.</p> <p><u>Domain 3: Instruction</u> <u>Component 3c: Engaging Students in Learning</u> <u>Element: Activities and assignments –</u> All activities and assignments are differentiated to cognitively engage all students. Teacher provides opportunities for students to initiate or adapt activities and projects to enhance their understanding.</p> <p>Same as previous element;</p> <p><u>Domain 3: Instruction</u> <u>Component 3c: Engaging Students in Learning</u> <u>Element: Instructional</u></p>	
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<p>c. Teachers ensure that students are actively engaged in the learning process through e.g., skilled use of time, space, and tasks, a variety of instructional materials, and allowing students to work in groups, with partners, and as individuals.</p> <p>3. Teachers provide <u>flexibility within content, instruction, and product</u> to allow for <u>variances in students' acquisition and demonstration of learning</u>.</p> <p>a. Teachers use multiple means of <u>engagement</u>, relevant to intended learning, to <u>heighten student interest and effort</u>.</p> <p>b. Teachers provide <u>multiple opportunities and multiple modalities</u> for students to <u>demonstrate</u> what they have learned.</p>	<p>materials and resources – Instructional materials and resources are suitable to the instructional purposes and engage students cognitively. Teacher provides opportunities to initiate the choice, adaptation, or creation of materials to enhance their learning.</p> <p>(Elements have been previously listed.)</p>	
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<p>4. Teachers provide direct and explicit instruction about how to learn, making the various strategies and skills of the learning process clear to all students.</p> <p>a. Teachers clearly and purposefully teach and model the skills or strategies, including the conditions under which they can be used and then assist students to use them independently.</p> <p>5. Teachers provide opportunities for students to <u>practice and review their learning and receive feedback</u> (as per the characteristic of effective instruction - “Assessment for Learning”).</p> <p>6. Teachers regularly <u>monitor each student’s progress related to the acquisition of the essential skills and concepts and adjusts instruction.</u></p> <p>a. Teachers purposefully and continuously implement a balanced assessment cycle to gather data to inform instructional practices, thus in addition to using <u>assessment for learning/formative assessment</u> to monitor student performance and use feedback to advance student learning relative to the learning goal, teachers administer <u>summative assessments</u> and analyze results to measure overall competency levels relative to learning targets.</p>	<p><u>Domain 1: Planning and Preparation</u> <u>Component 1b:</u> <u>Demonstrating Knowledge of Students</u> <u>Element: Knowledge of the learning process –</u> Teacher demonstrates extensive and subtle understanding or how students learn and applies this knowledge to individual students.</p> <p>(See AFL)</p> <p>(See AFL)</p>	<p>II. Lesson Segments Addressing Content (all 3 design questions with the 18 elements)</p>
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- *Notations in “Danielson” column are from WCSD Teacher Evaluation Rubric – Danielson 2nd edition (below link) * they adapted (and labeled “Domains” as “Standards”; also the notations listed are from their “highly effective” level of performance.*

* *Danielson - [2011 Framework for Teaching Evaluation Instrument](http://www.danielsongroup.org/article.aspx?page=FfTEvaluationInstrument)*
<http://www.danielsongroup.org/article.aspx?page=FfTEvaluationInstrument>

Definitions:

- **Metacognition:** thinking about thinking; knowledge concerning one’s own cognitive processes, including knowledge about when and how to use particular strategies for learning or problem-solving; includes self-monitoring and self-regulation
- **Self-regulation:** master of own learning using resources vs. learned helplessness/teacher dependency

Attributes of Formative Assessment (From the Iowa Literature Review):

- **Scaffolding:** “the support that adults (teachers) give to learners in the zone of proximal development to move them from what they already know to what they can do next.”
- **Zone of Proximal Development** (Vygotsky, educational psychologist): “the distance between what the child can accomplish during independent problem solving and the level of the problem solving that can be accomplished under the guidance of an adult or in collaboration with a more expert peer”
 - “the area where Vygotsky hypothesizes learning and development take place
 - “In instructional terms, the ‘just right’ (Heritage, 2007) gap
 - “...scaffolding and formative assessment are complementary concepts”