

PRINCIPLES AND INDICATORS

PRINCIPLE 1 New Learning is Connected to Prior Learning and Experience 1	PRINCIPLE 2 Learning Tasks have High Cognitive Demand for Diverse Learners	PRINCIPLE 3 Students Engage in Meaning-Making through Discourse and Other Strategies	PRINCIPLE 4 Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning 4	PRINCIPLE 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 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

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

INDICATORS

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

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PRINCIPLE 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Student classroom interviews • Student work 	<ul style="list-style-type: none"> • All students refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES) • Cognitive abilities include (but are not limited to) reasoning, planning, solving problems, evaluating, synthesizing, comprehending, and designing • Skills refer to the capacity or competence to perform a task; they can range from simple levels (e.g., actions performed as a result of repeated practice) to higher levels (e.g., application of different tasks drawing on understanding and abilities of high order) • Cognitive abilities and skills are increasingly content specific as students' learning develops
<p>Indicator 2 Tasks place appropriate demands on each student</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Teacher pre/post conference • Student work • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Tasks require cognitive effort from all students; that is, tasks match students in appropriately challenging ways (e.g., not too easy, not too hard) • Tasks should not be "one-size fits all"
<p>Indicator 3 Tasks progressively develop all students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plans • Teacher notes • Student work 	<ul style="list-style-type: none"> • Teacher designs and structures tasks that allow for deep rather than superficial learning • Tasks are not discrete but connected to a larger sequence of learning • Tasks are connected to overall goals of the lesson, unit, or standard • Observers, when observing a lesson, should ask themselves: (1) Are the tasks worth doing? and (2) Are they worth the students' time?

3 PRINCIPLE 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
<p>Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Teacher notes • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • 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

4 PRINCIPLE 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>Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Evaluator will observe teacher communication of learning goals, performance criteria, and purpose in the lesson
<p>Indicator 2 Teacher structures opportunities for self-monitored learning for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Student work • Student classroom interviews • Teacher notes • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • This indicator focuses on students' abilities to be reflective about their own learning and how a teacher structures opportunities for them to do so • Teacher provides instruction to students in self-monitoring strategies • Student artifacts include self-reflection tools provided by the teacher and students' notes • Students need to be clear about learning goals and performance criteria to engage in self-monitoring • Self-monitored student learning is a core 21st century skill
<p>Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Teacher notes • Student work • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • This is a core 21st century skill • 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 • Students' actions may include making margin notes, reorganizing information, conducting investigations, creating representations, or seeking assistance • Students revise their learning strategies based on their own evaluation of how their learning is progressing

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PRINCIPLE 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status</p>	<ul style="list-style-type: none"> Teacher pre/post conference One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> Lesson plan Prior student work/assessment informing planned learning opportunities Teacher notes Student classroom interviews 	<ul style="list-style-type: none"> "Evidence" of student learning status refers to what students say, do, make, or write (Griffin, 2007) that indicates what they know and are able to do (Note: evidence types and sources will differ depending on specific content area) There may be several different learning opportunities to account for differences in students' learning status or one open-ended task with multiple entry points (see Principle 2)
<p>Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria</p>	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Student work Student classroom interviews 	<ul style="list-style-type: none"> Learning goals specify what students are to learn in the lesson (e.g. concepts, skills, principles, not the activity) Performance criteria indicate the successful accomplishment of the learning goal Teacher should use different types of assessment strategies to account for learner differences
<p>Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students</p>	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Teacher notes Student classroom interviews Audio/visual/print artifact 	<ul style="list-style-type: none"> While evidence generation needs to be planned, evidence can also arise spontaneously Opportunities for evidence generation can include: instructional tasks, teacher-led discussions, peer-to-peer discussions, one-on-one conferencing Teacher should structure multiple opportunities to generate evidence and not rely on one source
<p>Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students</p>	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Teacher notes Written feedback on student work Student classroom interviews 	<ul style="list-style-type: none"> Actions based on evidence can include: continuation of planned lesson, instructional adjustments, provision of feedback to students, subsequent lesson planning

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