



Adams County School District 50

Learner-centered, Standards-based Instructional Model

February 2012 - (Updated Bar Graph)

Instructional Model Development Team

Fay Airomlo	Teacher, FM Day Elementary School
Carla Bigum	Instructional Coach, Flynn Elementary School
Pam Boehler	Teacher, Metz Elementary School
Sandy Brass	Teacher, FM Day Elementary School
Lisa Cyr	Teacher, Westminster Elementary School
Cindy Davis	Principal, Sherrelwood Elementary School
Art Drotar	Director of Learning Services
James Duffy	Chief Operations Officer
Melinda Frates	Instructional Coach, Skyline Vista Elementary School
Tonya French	Teacher, Scott Carpenter Middle School
Bonnie Galovich	Instructional Coach, Sherrelwood Elementary School
Jeni Gotto	Director of Assessment and Instructional Technology
Sarah Gould	Principal, Hodgkins Elementary School
Charisse Goza	Title I Coordinator
Oliver Grenham	Chief Education Officer
Stacey Grisham	Teacher, Tennyson Knolls Elementary School
Barbara Hubbs	Teacher, Tennyson Knolls Elementary School
Karen Jenks	Teacher, Metz Elementary School
Emily Jensen	Instructional Coach, Westminster Elementary School
Linda Kister	Director of Learning Services
Bill Lester	Teacher, Hidden Lake High School
Diane Logsdon	Instructional Coach, Hodgkins Elementary School
Sheryl Madsen	Teacher, Fairview Elementary School
Pam Markgraf	Instructional Coach, FM Day Elementary School
Elena Mendoza	Teacher, Metz Elementary School
Becky Middleton	Teacher, Westminster High School
Pam Pennington	Teacher, Fairview Elementary School
Bil Pfaffendorf	Instructional Coach, Fairview Elementary School
Jennifer Rizzo	Assistant Principal, Hidden Lake High School
Stephanie Rosch	Instructional Coach, Scott Carpenter Middle School
Craig Sherman	Teacher, Hidden Lake High School
Janelle Stastny	Instructional Coach, Harris Park Elementary School
Molly Underly	Teacher, Metz Elementary School
Amber Velasquez	Teacher, Mesa Elementary School
Kelly Williams	Principal, Scott Carpenter Middle School
Shannon Willy	Principal, Mesa Elementary School
Lottie Wilson	Assistant Principal, Westminster High School
Khristy Wisson	Teacher, Ranum Middle School

Introduction

This manuscript contains the final version of the Adams County School District 50 Learner-centered, Standards-based Instructional Model. The model was produced by the Instructional Model Development Team comprised of volunteer teachers, instructional coaches, building administrators, and central office administrators from across the district. The Team initially started with an existing model entitled *The Art and Science of Teaching* (Marzano, 2007). This was used as a reference point for the development of the Adams 50 model. After being trained in the specifics of the reference model, the Development Team changed, adapted, and deleted elements so that it reflected the values of Adams 50 educators and the intent of a learner-centered approach to standards-based schooling as practiced in Adams 50. The model was then validated in terms of its relationship to student learning (see Marzano Research Laboratory, 2011).

The Intent of the Model

The Adams 50 Instructional Model is intended as a common language of instruction to be used by all educators in the district. It is **not** intended as a checklist of instructional strategies and activities that all teachers must employ. Indeed, the Development Team recognizes the fact that teachers across the district have very different teaching styles and strategy preferences but still produce substantial learning in their learners. Stated differently, the model does not imply that all teachers in the district will address instruction in the same manner. That noted, the model does imply that all teachers in the district will talk about effective teaching using the same terminology. In short, the Adams 50 Instructional Model is intended to become the common language used throughout the district to discuss and interact about effective teaching.

The Basic Design of the Model

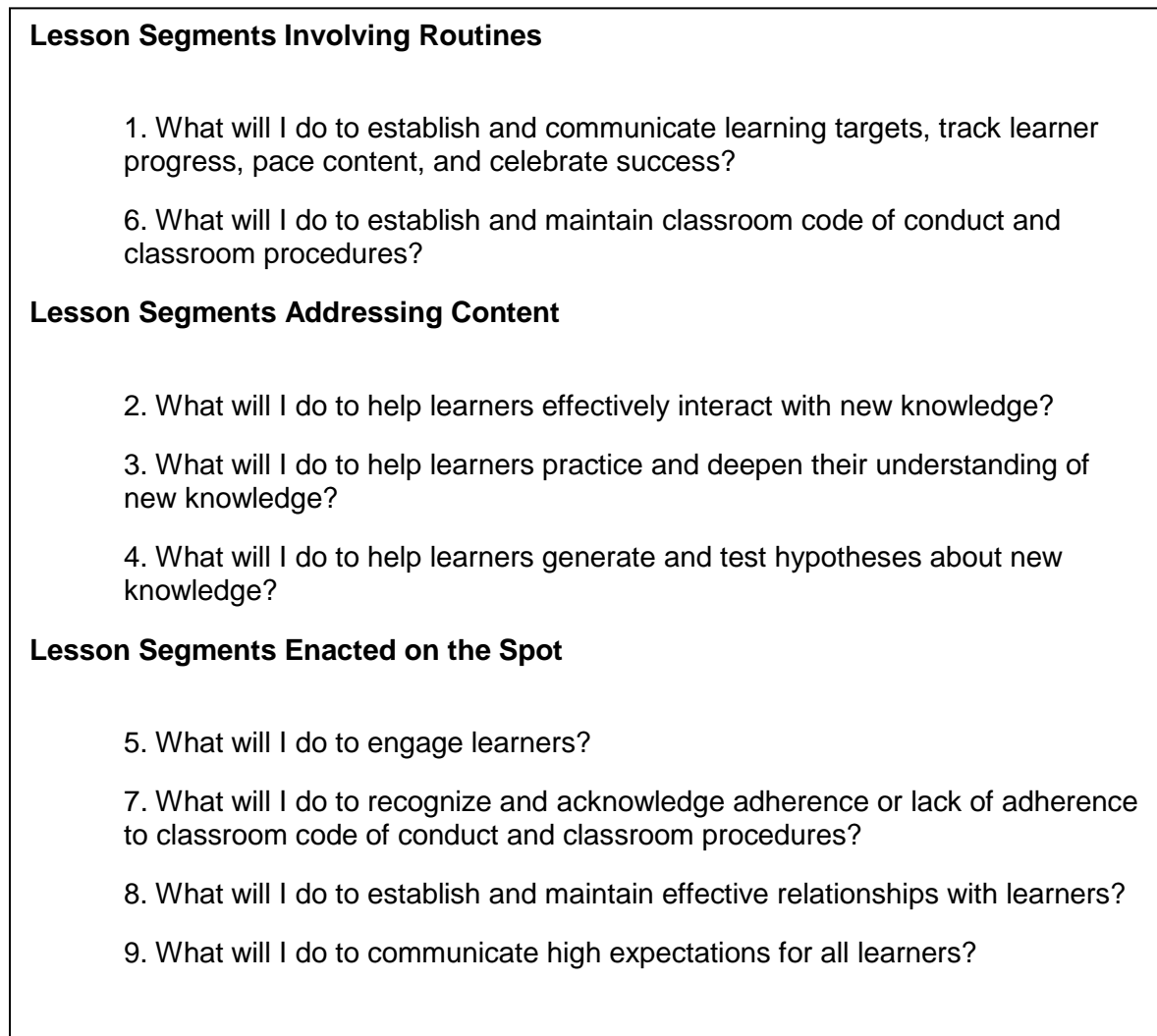
At one level, the Adams 50 Instructional Model can be thought of as nine design questions teachers might use as they plan instruction. These design questions are reported in Figure 1.

Figure 1: Adams 50 Design Questions

1. What will I do to establish and communicate learning targets, track learner progress, pace content, and celebrate success?
2. What will I do to help learners effectively interact with new knowledge?
3. What will I do to help learners practice and deepen their understanding of new knowledge?
4. What will I do to help learners generate and test hypotheses about new knowledge?
5. What will I do to engage learners?
6. What will I do to establish and maintain classroom code of conduct and classroom procedures?
7. What will I do to recognize and acknowledge adherence or lack of adherence to classroom code of conduct and classroom procedures?
8. What will I do to establish and maintain effective relationships with learners?
9. What will I do to communicate high expectations for all learners?

At another level, the Adams 50 Instructional Model can be used to examine and discuss the dynamic flow of activities in the classroom. When this is the purpose, the design questions are best organized into three broad categories or “segments” that address this flow. This organization is depicted in Figure 2.

Figure 2: Design Questions Organized into Three Broad Segments of Classroom Activities



The types of classroom strategies typical to each of these segments and each design question within the segments are reported in detail in the remainder of this manuscript.

References

Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.

Marzano Research Laboratory (2011). *2010-2011 Adams 50 instructional model study*.

Englewood, CO; Author

Observation Protocol

Long Form

Lesson Segments Involving Routine Events

Design Question #1: What will I do to establish and communicate learning targets, track learner progress, pace content, and celebrate success?

1. What do I typically do to provide clear learning targets, rubrics, or exemplars?	
<p>There is a clearly stated learning target accompanied by a capacity matrix or scoring guide that describes levels of performance relative to the learning target.</p>	<p><u>Notes:</u> Group targets, individual target</p> <p><u>Notes:</u> Learners are reflecting daily (reflection journal, smiley faces, power voting)</p> <p>What am I learning? Why am I learning? How do I know I learned? common district language</p> <p>Suggestion: a term page to define scale, rubric (such as capacity matrix)</p>
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher has identified a learning target for each learner. <input type="checkbox"/> Teacher provides access to learning targets (capacity matrix, trackers, etc.) to all learners. <input type="checkbox"/> The learning target is a clear statement of knowledge or information as opposed to an activity or assignment. <input type="checkbox"/> Teacher makes reference to the learning target throughout the lesson. <input type="checkbox"/> Teacher has a capacity matrix or scoring guide that relates to the learning target(s) that all learners can see. <input type="checkbox"/> Teacher makes reference to the capacity matrix throughout the lesson. <input type="checkbox"/> Teacher knows and understands how to use components of a wiki. <input type="checkbox"/> Teacher represents learning target(s) in a way that is accessible to all learners (i.e., pictures, icons). <input type="checkbox"/> Teacher articulates for the learners the purpose of the learning target(s). <input type="checkbox"/> Teacher provides exemplars to differentiate the levels of proficiency. 	<p>Learner Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, learners can explain the learning target for the lesson. <input type="checkbox"/> When asked, learners can explain how their current activities relate to the learning target. <input type="checkbox"/> When asked, learners can explain the meaning of the levels of performance articulated in the rubric, exemplar, scoring guide, or capacity matrix. <input type="checkbox"/> When asked, learners know what they will do next. <input type="checkbox"/> When asked, learners can reference their capacity matrix, tracker, scoring guide, etc. <input type="checkbox"/> When asked, learners can reference Educate. <input type="checkbox"/> When asked, learners can articulate the purpose of the learning target.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing clear learning goals and scales (rubrics)	I adapt and create new strategies for unique learner needs and situations.	I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors learners' understanding of the learning goal and the levels of performance.	I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

2. What do I typically do to track learner progress?

The teacher facilitates tracking of learner progress on one or more learning targets using a formative and/or summative approach to assessment.

Notes: Educate

- Learners conference with teacher to self-evaluate

Teacher Practices

- Teacher uses a pretest to determine learners' needs.
- Teacher uses backwards design.
- Teacher helps learners track their individual progress on the learning target using SBS tools such as capacity matrix or bar graphs.
- Teacher assigns scores using a scale that depicts learner status relative to the learning target.
- Teacher uses formal and informal means to assign scores to learners (evidence, hits).
- Teacher charts the progress of the entire class on the learning target when appropriate. (e.g., Educate, posters)
- Teacher provides a tool (tracker) or device and process for using the tool or device.

Learner Evidence

- When asked, learners can describe their status relative to the learning target using the scale or rubric or capacity matrix.
- Learners can describe and assign scores using a scale or rubric that depicts learner's status relative to the learning target.
- Learners systematically update their status on the learning target using formal and informal tools such as bar graphs, posters, etc.
- The learner independently uses the tool, tracker, and/or process.
- Learners log into Educate.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Tracking learner progress	I adapt and create new strategies for unique learner needs and situations.	I facilitate tracking of learner progress using a formative approach to assessment and monitor the extent to which learners understand their level of performance.	I facilitate tracking of learner progress using a formative approach to assessment, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

3. What do I typically do to celebrate success?

The teacher provides learners with recognition of their current status and their knowledge gain relative to the learning target.

Notes

School wide assemblies to celebrate success

Teacher Practices

- Teacher acknowledges learners who have achieved proficiency.
- Teacher acknowledges learners who have made gains in their knowledge and skill relative to the learning target.
- Teacher acknowledges and celebrates the final status and progress of the entire class/group.
- Teacher uses a variety of ways to celebrate success, for example:
 - Show of hands
 - Certificate of success
 - Parent notification
 - Round of applause
 - Changing levels
 - Stickers
 - Bump/rock/knuckles

Learner Evidence

- Learners show signs of pride regarding their accomplishments in the class
- When asked, learners say they want to continue to make progress.
- Learners independently celebrate their own and other learners' successes.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Celebrating success	I adapt and create new strategies for unique learner needs and situations.	I provide learners with recognition of their current status and their knowledge gain relative to the learning goal and monitor the extent to which learners are motivated to enhance their status.	I provide learners with recognition of their current status and their knowledge gain relative to the learning goal, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Design Question #6: What will I do to establish and maintain classroom code of conduct and classroom procedures?

4. What do I typically do to establish and maintain classroom code of conduct and classroom procedures?					
<p>The teacher reviews expectations regarding code of conduct and classroom procedures to ensure their effective execution.</p>			<p><u>Notes</u></p>		
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher involves learners in designing classroom routines, shared vision, code of conduct, etc. <input type="checkbox"/> Teacher uses classroom meetings and visual cues to review and process code of conduct and classroom procedures. <input type="checkbox"/> Teacher reminds learners of code of conduct and classroom procedures. <input type="checkbox"/> Teacher asks learners to restate, explain and practice code of conduct and classroom procedures. <input type="checkbox"/> Teacher provides cues or signals when a code or procedure should be used. <input type="checkbox"/> Teacher models expected behaviors for code of conduct and procedures. <input type="checkbox"/> Teacher uses visual support (flow charts, etc.) to visually help learners access procedures in the classroom. 			<p>Learner Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners follow clear routines during class. <input type="checkbox"/> When asked, learners can describe established code of conduct, shared vision and procedures for large groups, small groups and individual settings. <input type="checkbox"/> When asked, learners describe the classroom as an orderly place. <input type="checkbox"/> Learners recognize cues and signals by the teacher. <input type="checkbox"/> Learners regulate their own behavior. <input type="checkbox"/> Learners model code of conduct and expected procedures. <input type="checkbox"/> Learners use visual support (flow charts, etc.) to help navigate procedures in the classroom. 		
<p>How am I doing?</p>					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Establishing classroom routines	I adapt and create new strategies for unique learner needs and situations.	I establish, review, and model expectations regarding code of conduct and classroom procedures and monitor the extent to which learners understand the rules and procedures.	I establish and review expectations regarding code of conduct and classroom procedures, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

5. What do I typically do to organize the physical layout of the classroom?

<p>The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.</p>	<p><u>Notes</u></p>
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The physical layout of the classroom has clear traffic patterns. <input type="checkbox"/> The physical layout of the classroom provides easy access to material and centers. <input type="checkbox"/> The classroom is designed in a learner centered way that enhances learner learning: <ul style="list-style-type: none"> • Bulletin boards relate to current content • Learners' work is displayed • Places for group learning, cooperative learning or individual learning 	<p>Learner Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners move easily about the classroom. <input type="checkbox"/> Learners make use of materials and learning centers. <input type="checkbox"/> Learners attend to examples of their work that are displayed. <input type="checkbox"/> Learners attend to information on the bulletin boards. <input type="checkbox"/> Learners are not distracted by environment and can easily focus on instruction. <input type="checkbox"/> Learners collaborate with teacher to create a learner centered classroom.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<p>Organizing the physical layout of the classroom</p>	<p>I adapt and create new strategies for unique learner needs and situations.</p>	<p>I organize the physical layout of the classroom to facilitate movement and focus on learning and monitor the impact of the environment on learner learning.</p>	<p>I organize the physical layout of the classroom to facilitate movement and focus on learning, but do so in somewhat of a mechanistic way.</p>	<p>I use the strategy incorrectly or with parts missing.</p>	<p>I should use the strategy, but I don't.</p>

Lesson Segments Addressing Content

Design Question #2: What will I do to help learners effectively interact with new knowledge?

1. What do I typically do to identify critical information?					
<p>The teacher identifies a lesson or part of a lesson as involving important information on which learners should focus.</p>	<p><u>Notes</u></p>				
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher begins the lesson by engaging learners in exploring purpose.</p> <p><input type="checkbox"/> Teacher highlights key information for learners in various ways:</p> <ul style="list-style-type: none"> • Tone of voice • Body position • Level of excitement • Visual • Written 	<p>Learners Evidence</p> <p><input type="checkbox"/> When asked, learners can describe the level of importance of the information addressed in class.</p> <p><input type="checkbox"/> When asked, learners can explain why the content is important to pay attention to.</p> <p><input type="checkbox"/> Learners visibly adjust their level of engagement.</p>				
How am I doing?					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Identifying critical information	I adapt and create new strategies for unique learner needs and situations.	I signal to learners which content is critical versus non-critical and monitor the extent to which learners are attending to critical information.	I signal to learners which content is critical versus non-critical, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

2. What do I typically do to organize learners to interact with new knowledge?

<p>The teacher organizes learners to facilitate the processing of new information.</p>	<p><u>Notes</u></p>												
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher has established routines for learner grouping and learner interaction in groups.</p> <p><input type="checkbox"/> Teacher organizes learners into ad hoc and data based groups for the lesson.</p> <p><input type="checkbox"/> Teacher chooses the best method to “hook” learners such as whole group, one-on-one, simulation, modeling, experimenting, etc.</p>	<p>Learner Evidence</p> <p><input type="checkbox"/> Learners move to groups in an orderly fashion.</p> <p><input type="checkbox"/> Learners appear to understand expectations about appropriate behavior in groups:</p> <ul style="list-style-type: none"> • Respect opinions of others • Add their perspective to discussions • Ask and answer questions <p><input type="checkbox"/> Learners are engaged and ready to learn more about a topic.</p> <p><input type="checkbox"/> Learners understand why they are being introduced to new content in the manner they are.</p>												
<p>How am I doing?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 16.6%;"></th> <th style="width: 16.6%;">Innovating (4)</th> <th style="width: 16.6%;">Applying (3)</th> <th style="width: 16.6%;">Developing (2)</th> <th style="width: 16.6%;">Beginning (1)</th> <th style="width: 16.6%;">Not Using (0)</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Organizing learners to interact with new knowledge</td> <td style="vertical-align: top;">I adapt and create new strategies for unique learner needs and situations.</td> <td style="vertical-align: top;">I organize learners into small groups to facilitate the processing of new knowledge and monitor group processing.</td> <td style="vertical-align: top;">I organize learners into small groups to facilitate the processing of new knowledge, but do so in somewhat of a mechanistic way.</td> <td style="vertical-align: top;">I use the strategy incorrectly or with parts missing.</td> <td style="vertical-align: top;">I should use the strategy, but I don't.</td> </tr> </tbody> </table>			Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)	Organizing learners to interact with new knowledge	I adapt and create new strategies for unique learner needs and situations.	I organize learners into small groups to facilitate the processing of new knowledge and monitor group processing.	I organize learners into small groups to facilitate the processing of new knowledge, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.
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3. What do I typically do to preview new content?

The teacher engages learners in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Notes

Teacher Evidence

- Teacher uses preview question before reading.
- Teacher uses K-W-L strategy or variations of the strategy.
- Teacher asks or reminds learners what they already know about the topic.
- Teacher provides an advanced organizer
 - Outline
 - Thinking maps
- Teacher has learners brainstorm.
- Teacher uses anticipation guide.
- Teacher uses motivational hook/launching activity
 - Anecdotes
 - Short selection from video
- Teacher uses word splash activity to connect vocabulary to upcoming content.
- When necessary, teacher re-teaches key information or skills.

Learner Evidence

- When asked, learners can explain linkages with prior knowledge.
- When asked, learners make predictions about upcoming content.
- When asked, learners can provide a purpose for what they are about to learn.
- Learners actively engage in previewing activities.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Previewing new content	I adapt and create new strategies for unique learner needs and situations.	I engage learners in learning activities that require them to preview and link new knowledge to what has been addressed and monitor the extent to which learners are making linkages.	I engage learners in learning activities that require them to preview and link new knowledge to what has been addressed, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

4. What do I typically do to chunk content into “digestible bites”?

Based on learner needs, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by learners.

Notes

Teacher Evidence

- Teacher stops at strategic points in a verbal presentation.
- While playing a video to help process new information, the teacher turns the tape off at key junctures.
- While providing a demonstration to help process new information, the teacher stops at strategic points.
- While learners are reading information or stories orally as a class, the teacher stops at strategic points.
- Teacher does not move to new content without checking for understanding.
- Teacher ends activity with a meaningful activity.

Learner Evidence

- When asked, learners can explain why the teacher is stopping at various points.
- Learners appear to know what is expected of them when the teacher stops at strategic points.
- Learners know the lesson has ended because of cues and activities.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Chunking content into digestible bites	I adapt and create new strategies for unique learner needs and situations.	I break input experiences into small chunks based on learner needs and monitor the extent to which chunks are appropriate.	I break input experiences into small chunks based on learner needs, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

5. What do I typically do to help learners process new information?

During breaks in the presentation of content, the teacher engages learners in actively processing new information.	<u>Notes</u>				
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher employs formal group processing strategies</p> <ul style="list-style-type: none"> • Jigsaw • Reciprocal Teaching • Concept attainment • Summarizing • 5 Whys • Think, Pair, Share • Etc... 	<p>Learner Evidence</p> <p><input type="checkbox"/> When asked, learners can explain what they have just learned.</p> <p><input type="checkbox"/> Learners volunteer predictions.</p> <p><input type="checkbox"/> Learners voluntarily ask clarification questions.</p> <p><input type="checkbox"/> Groups are actively discussing the content</p> <ul style="list-style-type: none"> • Group members ask each other and answer questions about the information • Group members make predictions about what they expect next • Etc... 				
<p>How am I doing?</p>					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Processing new information	I adapt and create new strategies for unique learner needs and situations.	I engage learners in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance learners' understanding.	I engage learners in summarizing, predicting, and questioning activities, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

6. What do I typically do to help learners elaborate on new information?

The teacher asks questions or engages learners in activities that require elaborative inferences that go beyond what was explicitly taught.

Notes

Teacher Evidence

- Teacher asks explicit questions that require learners to make elaborative inferences about the content.
- Teacher asks learners to explain and defend their inferences.
- Teacher presents situations or problems that require inferences.

Learner Evidence

- Learners volunteer answers to inferential questions.
- Learners provide explanations and “proofs” for inferences.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Elaborating on new information	I adapt and create new strategies for unique learner needs and situations.	I engage learners in answering inferential questions and monitor the extent to which learners elaborate on what was explicitly taught.	I engage learners in answering inferential questions, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

7. What do I typically do to help learners record and represent knowledge?

<p>The teacher engages learners in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.</p>	<p><u>Notes</u></p>
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher asks learners to summarize the information they have learned.</p> <p><input type="checkbox"/> Teacher asks learners to generate notes that identify critical information in the content.</p> <p><input type="checkbox"/> Teacher asks learners to create nonlinguistic representations for new content</p> <ul style="list-style-type: none"> • Graphic organizers • Pictures • Pictographs • Flow charts • Thinking maps <p><input type="checkbox"/> Teacher asks learners to create mnemonics that organize the content.</p>	<p>Learner Evidence</p> <p><input type="checkbox"/> Learners' summaries and notes include critical content.</p> <p><input type="checkbox"/> Learners' nonlinguistic representations include critical content.</p> <p><input type="checkbox"/> When asked, learners can explain main points of the lesson.</p>

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Recording and representing knowledge	I adapt and create new strategies for unique learner needs and situations.	I engage learners in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways and monitor the extent to which this enhances learners' understanding.	I engage learners in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

8. What do I typically do to help learners reflect on their learning?

The teacher engages learners in activities that help them reflect on their learning and the learning process.

Notes

Teacher Evidence

- Teacher asks learners to state or record what they are clear about and what they are confused about.
- Teacher asks learners to state or record how hard they tried.
- Teacher asks learners to state or record what they might have done to enhance their learning.
- Parking lot is used to provide feedback.
- PDCA, using RISC tools – 5 Whys, Peaks and Valleys

Learner Evidence

- When asked, learners can explain what they are clear about and what they are confused about.
- When asked, learners can describe how hard they tried.
- When asked, learners can explain what they could have done to enhance their learning

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Reflecting on learning	I adapt and create new strategies for unique learner needs and situations.	I engage learners in reflecting on their own learning and the learning process and monitor the extent to which learners self-assess their understanding and effort.	I engage learners in reflecting on their own learning and the learning process, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Design Question #3: What will I do to help learners practice and deepen their understanding of new knowledge?

9. What do I typically do to review knowledge?					
The teacher engages learners in a brief review of content that highlights the critical information.			<u>Notes</u>		
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher begins the lesson with a brief review of content.</p> <p><input type="checkbox"/> Teacher uses specific strategies to review information</p> <ul style="list-style-type: none"> • Summary • Problem that must be solved using previous information • Questions that require a review of content • Demonstration • Brief practice test or exercise <p><input type="checkbox"/> When necessary, the teacher re-teaches basic information or skills.</p>			<p>Learner Evidence</p> <p><input type="checkbox"/> When asked, learners can describe the previous content on which new lesson is based.</p> <p><input type="checkbox"/> Learner responses to class activities indicate that they recall previous content.</p>		
How am I doing?					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Reviewing content	I adapt and create new strategies for unique learner needs and situations.	I engage learners in a brief review of content that highlights the critical information and monitor the extent to which learners can recall and describe previous content.	I engage learners in a brief review of content that highlights the critical information, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

10. What do I typically do to organize learners to practice and deepen knowledge?

<p>The teacher uses grouping in ways that facilitate practicing and deepening knowledge.</p>	<p><u>Notes</u></p>				
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher organizes learners into groups with the expressed idea of deepening their knowledge of informational content.</p> <p><input type="checkbox"/> Teacher organizes learners into groups with the expressed idea of practicing a skill, strategy, or process.</p>	<p>Learner Evidence</p> <p><input type="checkbox"/> When asked, learners explain how the group work supports their learning.</p> <p><input type="checkbox"/> While in groups, learners interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process</p> <ul style="list-style-type: none"> • Asking each other questions • Obtaining feedback from their peers 				
<p>How am I doing?</p>					
<p>Organizing learners to practice and deepen knowledge</p>	<p>Innovating (4)</p> <p>I adapt and create new strategies for unique learner needs and situations.</p>	<p>Applying (3)</p> <p>I organize learners into groups to practice and deepen their knowledge and monitor the extent to which the group work extends their learning.</p>	<p>Developing (2)</p> <p>I organize learners into groups to practice and deepen their knowledge, but do so in somewhat of a mechanistic way.</p>	<p>Beginning (1)</p> <p>I use the strategy incorrectly or with parts missing.</p>	<p>Not Using (0)</p> <p>I should use the strategy, but I don't.</p>

11. What do I typically do to use homework?

When appropriate (as opposed to routinely), the teacher designs homework to deepen learners' knowledge of informational content or practice a skill, strategy, or process.

Notes

Teacher Evidence

- Teacher communicates a clear purpose for homework.
- Teacher extends an activity that was begun in class to provide learners with more time.
- Teacher assigns a well-crafted homework assignment that allows learners to practice and deepen their knowledge independently

Learners Evidence

- When asked, learners can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process.
- Learners ask clarifying questions of the homework that help them understand its purpose.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using homework	I adapt and create new strategies for unique learner needs and situations.	When appropriate (as opposed to routinely), I assign homework that is designed to deepen knowledge of information or practice a skill, strategy, or process and monitor the extent to which learners understand the homework.	When appropriate (as opposed to routinely), I assign homework that is designed to deepen knowledge of information or practice a skill, strategy, or process, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

12. What do I typically do to help learners examine similarities and differences?

When the content is informational, the teacher helps learners deepen their knowledge by examining similarities and differences.

Notes

Teacher Evidence

- Teacher engages learners in activities that require students to examine similarities and differences between content
 - Comparison activities
 - Classifying activities
 - Analogy activities
 - Metaphor activities
- Teacher facilitates the use of these activities to help learners deepen their understanding of content
 - Ask learners to summarize what they have learned from the activity
 - Ask learners to explain how the activity has added to their understanding

Learner Evidence

- Learner artifacts indicate that their knowledge has been extended as a result of the activity.
- When asked about the activity, learner responses indicate that they have deepened their understanding.
- When asked, learners can explain similarities and differences.
- Learner artifacts indicate that they can identify similarities and differences

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Examining similarities and differences	I adapt and create new strategies for unique learner needs and situations.	When content is informational, I engage learners in activities that require them to examine similarities and differences and I monitor the extent to which the learners are deepening their knowledge.	When content is informational, I engage learners in activities that require them to examine similarities and differences, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

13. What do I typically do to help learners examine errors in reasoning?

When content is informational, the teacher helps learners deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Notes

Teacher Evidence

- Teacher asks learners to examine information for errors or informal fallacies
 - Faulty logic
 - Attacks
 - Weak reference
 - Misinformation
- Teacher asks learners to examine the strength of support presented for a claim
 - Statement of a clear claim
 - Evidence for the claim presented
 - Qualifiers presented showing exceptions to the claim

Learner Evidence

- When asked, learners can describe errors or informal fallacies in information.
- When asked, learners can explain the overall structure of an argument presented to support a claim.
- Learner artifacts indicate that they can identify errors in reasoning.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Examining errors in reasoning	I adapt and create new strategies for unique learner needs and situations.	When content is informational, I engage learners in activities that require them to examine their own reasoning or the logic of information as presented to them and monitor the extent to which learners are deepening their knowledge.	When content is informational, I engage learners in activities that require them to examine their own reasoning or the logic of information as presented to them, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

14. What do I typically do to help learners practice skills, strategies, and processes?

When the content involves a skill, strategy, or process, the teacher engages learners in practice activities that help them develop fluency.

Notes

Teacher Evidence

- Teacher engages learners in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
 - Guided practice if learners cannot perform the skill, strategy, or process independently
 - Independent practice if learners can perform the skill, strategy, or process independently

Learner Evidence

- Learners perform the skill, strategy, or process with increased confidence.
- Learners perform the skill, strategy, or process with increased competence.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Practicing skills, strategies, and processes	I adapt and create new strategies for unique learner needs and situations.	When content involves a skill, strategy, or process, I engage learners in practice activities and monitor the extent to which the practice is increasing learner fluency.	When content involves a skill, strategy, or process, I engage learners in practice activities, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

15. What do I typically do to help learners revise knowledge?

The teacher engages learners in revision of previous knowledge about content addressed in previous lessons.

Notes

Teacher Evidence

- Teacher asks learners to examine previous entries in their academic notebooks or notes.
- Teacher engages learners in an examination of how the current lesson changed perceptions and understandings of previous content.
- Teacher has learners explain how their understanding has changed.

Learner Evidence

- Learners make corrections to information previously recorded about content.
- When asked, learners can explain previous errors or misconceptions they had about content.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Revising knowledge	I adapt and create new strategies for unique learner needs and situations.	I engage learners in revision of previous content and monitor the extent to which these revisions deepen learners' understanding.	I engage learners in revision of previous content, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Design Question #4: What will I do to help learners generate and test hypotheses about new knowledge?

16. What do I typically do to organize learners for cognitively complex tasks?																	
<p>The teacher organizes the class in such a way as to facilitate learners working on cognitively complex tasks that require them to generate and test hypotheses.</p>			<p><u>Notes</u></p>														
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher establishes the need to generate and test hypotheses.</p> <p><input type="checkbox"/> Teacher organizes learners into groups to generate and test hypotheses.</p>			<p>Learner Evidence</p> <p><input type="checkbox"/> When asked, learners describe the importance of generating and testing hypotheses about content.</p> <p><input type="checkbox"/> When asked learners explain how groups support their learning.</p> <p><input type="checkbox"/> Learners use group activities to help them generate and test hypotheses.</p>														
<p>How am I doing?</p> <table border="1"> <thead> <tr> <th></th> <th>Innovating (4)</th> <th>Applying (3)</th> <th>Developing (2)</th> <th>Beginning (1)</th> <th>Not Using (0)</th> </tr> </thead> <tbody> <tr> <td>Organizing learners for cognitively complex tasks</td> <td>I adapt and create new strategies for unique learner needs and situations.</td> <td>I organize learners into groups to facilitate working on cognitively complex tasks and monitor the extent to which group processes facilitate generating and testing hypotheses.</td> <td>I organize learners into groups to facilitate working on cognitively complex tasks, but do so in somewhat of a mechanistic way.</td> <td>I use the strategy incorrectly or with parts missing.</td> <td>I should use the strategy, but I don't.</td> </tr> </tbody> </table>							Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)	Organizing learners for cognitively complex tasks	I adapt and create new strategies for unique learner needs and situations.	I organize learners into groups to facilitate working on cognitively complex tasks and monitor the extent to which group processes facilitate generating and testing hypotheses.	I organize learners into groups to facilitate working on cognitively complex tasks, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)												
Organizing learners for cognitively complex tasks	I adapt and create new strategies for unique learner needs and situations.	I organize learners into groups to facilitate working on cognitively complex tasks and monitor the extent to which group processes facilitate generating and testing hypotheses.	I organize learners into groups to facilitate working on cognitively complex tasks, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.												

17. What do I typically do to engage learners in cognitively complex tasks that require them to generate and test hypotheses?

<p>The teacher engages learners in complex tasks (e.g., decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.</p>	<p><u>Notes</u></p>
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher engages learners with an explicit decision making, problem solving, experimental inquiry, or investigational task that requires them to generate and test hypotheses.</p> <p><input type="checkbox"/> Teacher facilitates learners generating their own individual or group task that requires them to generate and test hypotheses.</p>	<p>Learner Evidence</p> <p><input type="checkbox"/> Learners are clearly working on tasks that require them to generate and test hypotheses.</p> <p><input type="checkbox"/> When asked, learners can explain the hypothesis they are testing.</p> <p><input type="checkbox"/> When asked, learners can explain whether their hypothesis was confirmed or disconfirmed.</p> <p><input type="checkbox"/> Learner artifacts indicate that they can engage in decision making, problem solving, experiential inquiry, or investigation.</p>

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<p>Engaging learners in cognitively complex tasks involving hypothesis generation and testing</p>	<p>I adapt and create new strategies for unique learner needs and situations.</p>	<p>I engage learners in cognitively complex tasks (e.g., decision making, problem solving, experimental inquiry, investigation) and monitor the extent to which learners are generating and testing hypotheses.</p>	<p>I engage learners in cognitively complex tasks (e.g., decision making, problem solving, experimental inquiry, investigation), but do so in somewhat of a mechanistic way.</p>	<p>I use the strategy incorrectly or with parts missing.</p>	<p>I should use the strategy, but I don't.</p>

18. What do I typically do to provide resources and guidance?

<p>The teacher acts as resource provider and guide as learners engage in cognitively complex tasks.</p>	<p><u>Notes</u></p>																
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher makes himself/herself available to learners who need guidance or resources</p> <ul style="list-style-type: none"> • Circulates around the room • Provides easy access to himself/herself <p><input type="checkbox"/> Teacher interacts with learners during the class to determine their needs for hypothesis generating and testing tasks.</p> <p><input type="checkbox"/> Teacher volunteers resources and guidance as needed by the entire class, groups of learners, or individual learners.</p> <p><input type="checkbox"/> Teacher has designated area for guided instruction or a strategic re-teach.</p>	<p>Learner Evidence</p> <p><input type="checkbox"/> Learners seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks.</p> <p><input type="checkbox"/> When asked, learners can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks.</p>																
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Providing resources and guidance	I adapt and create new strategies for unique learner needs and situations.	I act as a guide and resource provider as learners engage in cognitively complex tasks and monitor the extent to which learners request and use guidance and resources.	I act as a guide and resource provider as learners engage in cognitively complex tasks, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.												

Lesson Segments Enacted on the Spot

Design Question #5: What will I do to engage learners?

1. What do I typically do to notice when learners are not engaged?					
<p>The teacher scans the room making note of when learners are not engaged and takes overt action.</p>	<p><u>Notes</u></p>				
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher notices when specific learners or groups of learners are not engaged.</p> <p><input type="checkbox"/> Teacher notices when the energy level in the room is low.</p> <p><input type="checkbox"/> Teacher takes action to re-engage learners, for example:</p> <ul style="list-style-type: none"> • Goal setting • PDCA • Parking lot • Etc. 	<p>Learner Evidence</p> <p><input type="checkbox"/> Learners appear aware of the fact that the teacher is taking note of their level of engagement.</p> <p><input type="checkbox"/> Learners try to increase their level of engagement when prompted.</p> <p><input type="checkbox"/> When asked, learners explain that the teacher expects high levels of engagement.</p>				
<p>How am I doing?</p>					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Noticing when learners are not engaged	I adapt and create new strategies for unique learner needs and situations.	I scan the room, making note of when learners are not engaged and take action and I monitor the extent to which learners re-engage.	I scan the room, making note of when learners are not engaged and take action, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

2. What do I typically do to use academic games?

<p>The teacher uses academic games and inconsequential competition to maintain learner engagement.</p>	<p><u>Notes</u></p>																
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher uses structured game formats such as Jeopardy and Everyday Math games.</p> <p><input type="checkbox"/> Teacher develops impromptu games such as making a game out of which answer might be correct for a given question.</p> <p><input type="checkbox"/> Teacher uses friendly competition along with classroom games.</p>	<p>Learner Evidence</p> <p><input type="checkbox"/> Learners engage in the games with enthusiasm.</p> <p><input type="checkbox"/> When asked, learners can explain how the games keep their interest and help them learn or remember content.</p>																
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3. What do I typically do to manage response rates?

<p>The teacher uses response rates techniques to maintain learner engagement in questions.</p>	<p><u>Notes</u></p>
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses wait time. <input type="checkbox"/> Teacher uses response cards. <input type="checkbox"/> Teacher has learners use hand signals to respond to questions. <input type="checkbox"/> Teacher uses choral response. <input type="checkbox"/> Teacher uses technology to keep track of learners' responses. <input type="checkbox"/> Teacher uses response chaining. 	<p>Learner Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple learners or the entire class responds to questions posed by the teacher. <input type="checkbox"/> When asked, learners can describe their thinking about specific questions posed by the teacher.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Managing response rates	I adapt and create new strategies for unique learner needs and situations.	I use response rate techniques to maintain learner engagement in questions and monitor the extent to which the techniques keep learners engaged.	I use response rate techniques to maintain learner engagement in questions, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

4. What do I typically do to use physical movement?

<p>The teacher uses physical movement to maintain learner engagement.</p>	<p><u>Notes</u></p>
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher has learners stand up and stretch or do related activities when their energy is low.</p> <p><input type="checkbox"/> Teacher uses activities that require learners to physically move to respond to questions</p> <ul style="list-style-type: none"> • Vote with your feet • Corners activity <p><input type="checkbox"/> Teacher has learners physically act out or model content to increase energy and engagement.</p> <p><input type="checkbox"/> Teacher uses “give-one-get-one” activities that require learners to move about the room.</p>	<p>Learner Evidence</p> <p><input type="checkbox"/> Learners engage in the physical activities designed by the teacher.</p> <p><input type="checkbox"/> When asked, learners can explain how the physical movement keeps their interest and helps them learn.</p>

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using physical movement	I adapt and create new strategies for unique learner needs and situations.	I use physical movement to maintain learner engagement and monitor the extent to which these activities enhance learner engagement.	I use physical movement to maintain learner engagement, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

5. What do I typically do to maintain a lively pace?

The teacher uses pacing techniques to maintain learners' engagement.	<u>Notes</u>				
Teacher Evidence <input type="checkbox"/> Teacher employs crisp transitions from one activity to another. <input type="checkbox"/> Teacher alters pace appropriately (i.e., speeds up and slows down)	Learner Evidence <input type="checkbox"/> Learners quickly adapt to transitions and re-engage when a new activity is begun. <input type="checkbox"/> When asked about the pace of the class, learners describe it as not too fast or not too slow.				
How am I doing?					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Maintaining a lively pace	I adapt and create new strategies for unique learner needs and situations.	I use pacing techniques to maintain learners' engagement and monitor the extent to which these techniques keep learners engaged.	I use pacing techniques to maintain learners' engagement, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

6. What do I typically do to demonstrate intensity and enthusiasm?

The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

Notes

Teacher Evidence

- Teacher describes personal experiences that relate to the content.
- Teacher signals excitement for content by:
 - Physical gestures
 - Voice tone
 - Dramatization of information
- Teacher overtly adjusts energy level.

Learner Evidence

- When asked, learners say that the teacher “likes the content” and “likes teaching”.
- Learners’ attention levels increase when the teacher demonstrates enthusiasm and intensity for the content.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Demonstrating intensity and enthusiasm	I adapt and create new strategies for unique learner needs and situations.	I demonstrate intensity and enthusiasm for the content in a variety of ways and monitor the extent to which learners’ engagement increases.	I demonstrate intensity and enthusiasm for the content in a variety of ways, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don’t.

7. What do I typically do to use friendly controversy?

<p>The teacher uses friendly controversy techniques to maintain learner engagement.</p>	<p><u>Notes</u></p>												
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses a variety of structures to stimulate friendly controversy (mini-debates, Socratic seminars, etc.). <input type="checkbox"/> Teacher has learners examine multiple perspectives and opinions about the content. <input type="checkbox"/> Teacher elicits different opinions on content from members of the class. <input type="checkbox"/> Teacher creates an environment where learners feel safe to share opinions. 	<p>Learner Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners engage in friendly controversy activities with enhanced engagement. <input type="checkbox"/> When asked, learners describe friendly controversy activities as interesting and engaging and so on. <input type="checkbox"/> When asked, learners explain how a friendly controversy activity helped them better understand the content. 												
<p>How am I doing?</p>													
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	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)								
Using friendly controversy	I adapt and create new strategies for unique learner needs and situations.	I use friendly controversy techniques to maintain learner engagement and monitor the effect on learners' engagement.	I use friendly controversy techniques to maintain learner engagement, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.								

8. What do I typically do to provide opportunities for learners to relate content being addressed to their personal interests?

The teacher provides learners with opportunities to make connections between the content and themselves.

Notes

Teacher Evidence

- Teacher uses learner interests and makes connections between these interests and class content.
- Teacher structures activities that ask learners to make connections between the content and their personal interests.
- When learners are explaining how content relates to their personal interests, the teacher appears encouraging and interested.
- Teacher encourages learners to create a personalized learning plan. Examples include:
 - Student created demonstration of proficiency
 - Goal tracking
 - Data walls
 - Etc.

Learner Evidence

- Learners engage in activities that require them to make connections between their personal interests and the content.
- When asked, learners explain how making connections between content and their personal interests engages them and helps them better understand the content.
- Learners create personalized learning plans.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing opportunities for learners to talk about themselves	I adapt and create new strategies for unique learner needs and situations.	I provide learners with opportunities to relate what is being addressed in class to their personal interests and monitor the extent to which these activities enhance learner engagement.	I provide learners with opportunities to relate what is being addressed in class to their personal interests, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

9. What do I typically do to present unusual or intriguing information?

<p>The teacher uses unusual or intriguing information about the content in a manner that enhances learner engagement.</p>	<p><u>Notes</u></p>																
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher purposefully provides intriguing facts and details about the content. <input type="checkbox"/> Teacher encourages learners to identify interesting information about the content. <input type="checkbox"/> Teacher uses a variety of formats to present content to learners. <input type="checkbox"/> Teacher uses guest speakers to provide unusual information about the content. <input type="checkbox"/> Teacher tells stories that are related to the content. 	<p>Learner Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners' attention increases when unusual information is presented about the content. <input type="checkbox"/> When asked, learners can identify the unusual information that makes them more interested in the content. 																
<p>How am I doing?</p>																	
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Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to classroom code of conduct and classroom procedures?

10. What do I typically do to demonstrate “withitness”?																	
The teacher uses behaviors associated with “withitness” to maintain adherence to code of conduct and classroom procedures.			<u>Notes</u>														
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher actively roves all quadrants of the room.</p> <p><input type="checkbox"/> Teacher scans the entire room making eye contact with all learners.</p> <p><input type="checkbox"/> Teacher recognizes potential sources of disruption and deals with them effectively.</p> <p><input type="checkbox"/> Teacher proactively addresses inflammatory situations</p> <p><input type="checkbox"/> When interacting one-on-one with a student, the teacher respectfully brings up current or potential behavioral issues.</p>			<p>Learner Evidence</p> <p><input type="checkbox"/> Learners recognize that the teacher is aware of their behavior.</p> <p><input type="checkbox"/> When asked, learners describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”.</p> <p><input type="checkbox"/> Learners can articulate the code of conduct</p>														
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	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)												
Demonstrating “withitness”	I adapt and create new strategies for unique learner needs and situations.	I use behaviors associated with “withitness” and monitor the effect on learners’ behavior.	I use behaviors associated with “withitness”, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don’t.												

11. What do I typically do to apply consequences for lack of adherence to classroom code of conduct and classroom procedures?

The teacher applies consequences for not following classroom code of conduct and classroom procedures consistently and fairly.

Notes

Teacher Evidence

- Teacher provides nonverbal signals when learners' behavior is not appropriate
 - Eye contact
 - Proximity
 - Tap on the desk
 - Shaking head, no
- Teacher provides verbal signals when learners' behavior is not appropriate
 - Tells learners to stop
 - Tells learners that their behavior is in violation of a rule or procedure
- Teacher uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior).
- Teacher involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior).
- Teacher uses direct cost consequences when appropriate (e.g., learner must fix something he or she has broken).
- Teacher implements interventions to address habitual behavior issues (behavior contracts, point systems, etc.)

Learner Evidence

- Learners cease inappropriate behavior when signaled by the teacher.
- Learners accept consequences as part of the way class is conducted.
- When asked, learners describe the teacher as fair in application of classroom code of conduct and/or classroom procedures.
- When asked, learners can explain expected behaviors and consequences of behavioral intervention plans.
- Learners can explain consequences for not adhering to the code of conduct.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Applying consequences for lack of adherence to classroom code of conduct and/or classroom procedures	I adapt and create new strategies for unique learner needs and situations.	I apply consequences for not following classroom code of conduct and classroom procedures consistently and fairly and monitor the extent to which classroom code of conduct and classroom procedures are followed.	I apply consequences for not following classroom code of conduct and classroom procedures consistently and fairly, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

12. What do I typically do to acknowledge adherence to classroom code of conduct and classroom procedures?

The teacher consistently and fairly acknowledges adherence to classroom code of conduct and classroom procedures.

Notes

Teacher Evidence

- Teacher provides nonverbal signals that the classroom code of conduct and/or classroom procedure has been followed:
 - Smile
 - Nod of head
 - High Five
- Teacher gives verbal cues that a classroom code of conduct and/or classroom procedure has been followed:
 - Thanks learners for following a rule or procedure
 - Describes learner behaviors that adhere to rule or procedure
- Teacher provides positive feedback to parents/guardians on a consistent basis when a classroom code of conduct and/or classroom procedure has been followed.
- Teacher uses tangible recognition when a classroom code of conduct and/or classroom procedure has been followed:
 - Certificate of merit
 - Token economies
- When interacting one-on-one with a student, the teacher thanks and congratulates the student for following classroom rules and procedures.**

Learner Evidence

- Learners appear appreciative of the teacher acknowledging their positive behavior.
- When asked, learners describe teacher as appreciative of their good behavior.
- The number of learners adhering to classroom code of conduct and/or classroom procedures increases.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Acknowledging adherence to classroom code of conduct and/or classroom procedures	I adapt and create new strategies for unique learner needs and situations.	I acknowledge adherence to classroom code of conduct and/or classroom procedures consistently and fairly and monitor the extent to which new actions affect learners' behavior.	I acknowledge adherence to classroom code of conduct and/or classroom procedures consistently and fairly, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Design Question #8: What will I do to establish and maintain effective relationships with learners?

13. What do I typically do to understand learners' interests and background?					
The teacher uses learners' interests and background to produce a climate of acceptance and community.			<u>Notes</u>		
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher has discussions with learners about events in their lives.</p> <p><input type="checkbox"/> Teacher has discussions with learners about topics in which they are interested.</p> <p><input type="checkbox"/> Teacher builds learner interests into lessons.</p> <p><input type="checkbox"/> Teacher gathers learner voice by developing shared vision, code of conduct, team building, etc.</p>			<p>Learner Evidence</p> <p><input type="checkbox"/> When asked, learners describe the teacher as someone who knows them and/or is interested in them.</p> <p><input type="checkbox"/> Learners respond when teacher demonstrates understanding of their interests and background.</p> <p><input type="checkbox"/> When asked, learners say they feel accepted.</p> <p><input type="checkbox"/> Learners can describe how lesson is relevant to their lives.</p> <p><input type="checkbox"/> Learners can give ways they provide feedback to teacher.</p>		
How am I doing?					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Understanding learners' interests and background	I adapt and create new strategies for unique learner needs and situations.	I use learners' interests and background during interactions with learners and monitor the sense of community in the classroom.	I use learners' interests and background during interactions with learners, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

14. What do I typically do to use verbal and nonverbal behaviors that indicate affection for learners?

When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for learners.

Notes

Teacher Evidence

- Teacher compliments learners regarding academic and personal accomplishments.
- Teacher engages in informal conversations with learners that are not related to academics.
- Teacher uses humor with learners when appropriate.
- Teacher smiles, nods, etc. at learners when appropriate.
- When interacting one-on-one with a student, the teacher exhibits a friendly and supportive demeanor.**

Learner Evidence

- When asked, learners describe teacher as someone who cares for them.
- Learners respond to teacher's verbal interactions.
- Learners respond to teacher's nonverbal interactions.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using verbal and nonverbal behaviors that indicate caring for learners	I adapt and create new strategies for unique learner needs and situations.	I use verbal and nonverbal behaviors that indicate caring for learners and monitor the quality of relationships in the classroom.	I use verbal and nonverbal behaviors that indicate caring for learners, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

15. What do I typically do to display objectivity and control?

The teacher behaves in an objective and controlled manner.	<u>Notes</u>												
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher does not exhibit extremes in positive or negative emotions (on a daily basis).</p> <p><input type="checkbox"/> Teacher addresses inflammatory issues and events in a calm and controlled manner.</p> <p><input type="checkbox"/> Teacher interacts with all learners in a controlled fashion.</p> <p><input type="checkbox"/> Teacher does not demonstrate personal offense at learner misbehavior.</p>	<p>Learner Evidence</p> <p><input type="checkbox"/> Learners are settled by the teacher's calm demeanor.</p> <p><input type="checkbox"/> When asked, the learners describe the teacher as in control of him/herself and in control of the class.</p> <p><input type="checkbox"/> When asked, learners say that the teacher does not hold grudges or take things personally.</p>												
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Displaying emotional objectivity and control	I adapt and create new strategies for unique learner needs and situations.	I behave in an objective and controlled manner and monitor the effect on the classroom climate.	I behave in an objective and controlled manner, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.								

Design Question #9: What will I do to communicate high expectations for all learners?

16. What do I typically do to demonstrate value and respect for struggling learners?

The teacher exhibits behaviors that demonstrate value and respect for both high expectancy and struggling learners.*

*Refer to p162 Marzano R, (2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Notes

Teacher Evidence

- When asked, the teacher can identify the learners for whom there have been low expectations and the various ways in which these learners have been treated differently from high expectancy learners in the past.
- The teacher provides struggling learners with nonverbal indications that they are valued and respected:
 - Makes eye contact
 - Smiles
 - Makes appropriate physical contact
- The teacher provides struggling learners with verbal indications that they are valued and respected:
 - Playful dialogue
 - Addressing learners in a manner they view as respectful
- Teacher does not allow negative comments about struggling learners.
- Teacher uses code of conduct to keep expectations the same for all learners.
- When interacting one-on-one with a struggling learner the teacher communicates that with effort, the student will experience academic success.**

Learner Evidence

- When asked, learners say that the teacher cares for all learners.
- Learners treat each other with respect.
- Learners can use code of conduct to help the classroom have high expectations for all.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Communicating value and respect for struggling learners	I adapt and create new strategies for unique learner needs and situations.	I exhibit behaviors that demonstrate value and respect for struggling learners and monitor the impact on struggling learners.	I exhibit behaviors that demonstrate value and respect for struggling learners, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

17. What do I typically do to ask in-depth questions of struggling learners?

The teacher asks questions of struggling learners with the same frequency and depth as with high expectancy learners.

Notes

Teacher Evidence

- Teacher makes sure struggling learners are asked challenging questions at the same rate as high expectancy learners.
- Teacher makes sure struggling learners' questions are answered at the same rate as high expectancy learners' questions.

Learner Evidence

- When asked, learners say the teacher expects everyone to participate.
- When asked, learners say the teacher asks difficult questions of every learner.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Asking questions of struggling learners	I adapt and create new strategies for unique learner needs and situations.	I ask questions of struggling learners with the same frequency and depth as with high expectancy learners and monitor the quality of participation of struggling learners.	I ask questions of struggling learners with the same frequency and depth as with high expectancy learners, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

18. What do I typically do to probe incorrect answers with struggling learners?

<p>The teacher probes incorrect answers of struggling learners in the same manner as he/she does with high expectancy learners.</p>	<p><u>Notes</u></p>
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher asks struggling learners to further explain their thinking when they are correct or incorrect. <input type="checkbox"/> Teacher rephrases questions for struggling learners when they provide an incorrect answer. <input type="checkbox"/> Teacher breaks a question into smaller and simpler parts when a struggling learner answers a question incorrectly. <input type="checkbox"/> When learners demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time. <input type="checkbox"/> When a struggling learner has difficulty with a specific question or topic, the teacher meets one-on-one with the student to provide psychological and academic support. 	<p>Learner Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, learners say that the teacher won't "let you off the hook." <input type="checkbox"/> When asked, learners say that the teacher "won't give up on you." <input type="checkbox"/> When asked, learners say the teacher asks questions that help them answer questions successfully.

How am I doing?

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Probing incorrect answers by struggling learners	I adapt and create new strategies for unique learner needs and situations.	I probe incorrect answers of struggling learners in the same manner as with high expectancy learners and monitor the level and quality responses of struggling learners.	I probe incorrect answers of struggling learners in the same manner as with high expectancy learners, but do so in somewhat of a mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Observation Protocol
Short Form

Observation Protocol Short Form

I. Lesson Segments Involving Routine Events		
Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?		
1. What do I typically do to provide clear learning targets, rubrics, or exemplars? (There is a clearly stated learning target accompanied by a capacity matrix or scoring guide that describes levels of performance relative to the learning target.)	Notes	<div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: center; font-size: small;">I A D B NU</div>
2. What do I typically do to track learner progress? (The teacher facilitates tracking of learner progress on one or more learning targets using a formative and/or summative approach to assessment.)	Notes	<div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: center; font-size: small;">I A D B NU</div>
3. What do I typically do to celebrate success? (The teacher provides learners with recognition of their current status and their knowledge gain relative to the learning target.)	Notes	<div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: center; font-size: small;">I A D B NU</div>
Design Question #6: What will I do to establish and maintain classroom rules and procedures?		
4. What do I typically do to establish and maintain classroom code of conduct and classroom procedures? (The teacher reviews expectations regarding code of conduct and classroom procedures to ensure their effective execution.)	Notes	<div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: center; font-size: small;">I A D B NU</div>
5. What do I typically do to organize the physical layout of the classroom? (The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.)	Notes	<div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: center; font-size: small;">I A D B NU</div>
II. Lesson Segments Addressing Content		
Design Question #2: What will I do to help students effectively interact with new knowledge?		
1. What do I typically do to identify critical information? (The teacher identifies a lesson or part of a lesson as involving important information on which learners should focus.)	Notes	<div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: center; font-size: small;">I A D B NU</div>

<p>2. What do I typically do to organize learners to interact with new knowledge? (The teacher organizes learners to facilitate the processing of new information.)</p>	Notes	
		I A D B NU
<p>3. What do I typically do to preview new content? (The teacher engages learners in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.)</p>	Notes	
		I A D B NU
<p>4. What do I typically do to chunk content into “digestible bites”? (Based on learner needs, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by learners.)</p>	Notes	
		I A D B NU
<p>5. What do I typically do to help learners process new information? (During breaks in the presentation of content, the teacher engages learners in actively processing new information.)</p>	Notes	
		I A D B NU
<p>6. What do I typically do to help learners elaborate on new information? (The teacher asks questions or engages learners in activities that require elaborative inferences that go beyond what was explicitly taught.)</p>	Notes	
		I A D B NU
<p>7. What do I typically do to help learners record and represent knowledge? (The teacher engages learners in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.)</p>	Notes	
		I A D B NU
<p>8. What do I typically do to help learners reflect on their learning? (The teacher engages learners in activities that help them reflect on their learning and the learning process.)</p>	Notes	
		I A D B NU
<p>Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?</p>		
<p>9. What do I typically do to review knowledge? The teacher engages learners in a brief review of content that highlights the critical information.)</p>	Notes	
		I A D B NU
<p>10. What do I typically do to organize learners to practice and deepen knowledge? (The teacher uses grouping in ways that facilitate practicing and deepening knowledge.)</p>	Notes	
		I A D B NU

<p>11. What do I typically do to use homework? (When appropriate (as opposed to routinely), the teacher designs homework to deepen learners' knowledge of informational content or practice a skill, strategy, or process.)</p>	<p>Notes</p>	<p>I A D B NU</p>
<p>12. What do I typically do to help learners examine similarities and differences? (When the content is informational, the teacher helps learners deepen their knowledge by examining similarities and differences.)</p>	<p>Notes</p>	<p>I A D B NU</p>
<p>13. What do I typically do to help learners examine errors in reasoning? (When content is informational, the teacher helps learners deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.)</p>	<p>Notes</p>	<p>I A D B NU</p>
<p>14. What do I typically do to help learners practice skills, strategies, and processes? (When the content involves a skill, strategy, or process, the teacher engages learners in practice activities that help them develop fluency.)</p>	<p>Notes</p>	<p>I A D B NU</p>
<p>15. What do I typically do to help learners revise knowledge? (The teacher engages learners in revision of previous knowledge about content addressed in previous lessons.)</p>	<p>Notes</p>	<p>I A D B NU</p>
<p>Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?</p>		
<p>16. What do I typically do to organize learners for cognitively complex tasks? (The teacher organizes the class in such a way as to facilitate learners working on cognitively complex tasks that require them to generate and test hypotheses.)</p>	<p>Notes</p>	<p>I A D B NU</p>
<p>17. What do I typically do to engage learners in cognitively complex tasks that require them to generate and test hypotheses? (The teacher engages learners in complex tasks (e.g., decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.)</p>	<p>Notes</p>	<p>I A D B NU</p>
<p>18. What do I typically do to provide resources and guidance? (The teacher acts as resource provider and guide as learners engage in cognitively complex tasks.)</p>	<p>Notes</p>	<p>I A D B NU</p>
<p style="text-align: center;">III. Lesson Segments Enacted on the Spot</p>		

Design Question #5: What will I do to engage students?

<p>1. What do I typically do to notice when learners are not engaged? (The teacher scans the room making note of when learners are not engaged and takes overt action.)</p>	<p>Notes</p>	<p></p>
		<p>I A D B NU</p>
<p>2. What do I typically do to use academic games? (The teacher uses academic games and inconsequential competition to maintain learner engagement.)</p>	<p>Notes</p>	<p></p>
		<p>I A D B NU</p>
<p>3. What do I typically do to manage response rates? (The teacher uses response rate techniques to maintain learner engagement in questions.)</p>	<p>Notes</p>	<p></p>
		<p>I A D B NU</p>
<p>4. What do I typically do to use physical movement? (The teacher uses physical movement to maintain learner engagement.)</p>	<p>Notes</p>	<p></p>
		<p>I A D B NU</p>
<p>5. What do I typically do to maintain a lively pace? (The teacher uses pacing techniques to maintain learners' engagement.)</p>	<p>Notes</p>	<p></p>
		<p>I A D B NU</p>
<p>6. What do I typically do to demonstrate intensity and enthusiasm? (The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.)</p>	<p>Notes</p>	<p></p>
		<p>I A D B NU</p>
<p>7. What do I typically do to use friendly controversy? (The teacher uses friendly controversy techniques to maintain learner engagement.)</p>	<p>Notes</p>	<p></p>
		<p>I A D B NU</p>
<p>8. What do I typically do to provide opportunities for learners to relate content being addressed to their personal interests?</p>	<p>Notes</p>	<p></p>
		<p>I A D B NU</p>
<p>9. What do I typically do to present unusual or intriguing information? (The teacher uses unusual or intriguing information about the content in a manner that enhances learner engagement.)</p>	<p>Notes</p>	<p></p>
		<p>I A D B NU</p>

Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

<p>10. What do I typically do to demonstrate "withitness"? (The teacher uses behaviors associated with "withitness" to</p>	<p>Notes</p>	<p></p>
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maintain adherence to code of conduct and classroom procedures.)		I	A	D	B	NU
11. What do I typically do to apply consequences for lack of adherence to classroom code of conduct and classroom procedures? (The teacher applies consequences for not following classroom code of conduct and classroom procedures consistently and fairly.)	Notes					
		I	A	D	B	NU
12. What do I typically do to acknowledge adherence to classroom code of conduct and classroom procedures? (The teacher consistently acknowledges adherence to classroom code of conduct and classroom procedures.)	Notes					
		I	A	D	B	NU
Design Question #8: What will I do to establish and maintain effective relationships with students?						
13. What do I typically do to understand learners' interests and background? (The teacher uses learners' interests and background to produce a climate of acceptance and community.)	Notes					
		I	A	D	B	NU
14. What do I typically do to use verbal and nonverbal behaviors that indicate affection for learners? (When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for learners.)	Notes					
		I	A	D	B	NU
15. What do I typically do to display objectivity and control? (The teacher behaves in an objective and controlled manner.)	Notes					
		I	A	D	B	NU
Design Question #9: What will I do to communicate high expectations for all students?						
16. What do I typically do to demonstrate value and respect for struggling learners? (The teacher exhibits behaviors that demonstrate value and respect for both high expectancy and struggling learners.)	Notes					
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17. What do I typically do to ask in-depth questions of struggling learners? (The teacher asks questions of struggling learners with the same frequency and depth as with high expectancy learners.)	Notes					
		I	A	D	B	NU
18. What do I typically do to probe incorrect answers with struggling learners? (The teacher probes incorrect answers of struggling learners in the same manner as he/she does with high expectancy learners.)	Notes					
		I	A	D	B	NU

Observation Protocol

Snapshot Form

Lesson Segments that Involve Routine Events that Might be Observed in Every Lesson

What is the teacher doing to help establish and communicate learning targets, track learner progress, pace content, and celebrate success?

Lesson Segments that Address Content:

What is the teacher doing to help learners effectively interact with new knowledge?

What is the teacher doing to help learners practice and deepen their understanding of new knowledge?

What is the teacher doing to help learners generate and test hypotheses about new knowledge?

Lesson Segments that Are Enacted **on the Spot:**

What is the teacher doing to engage learners?

What is the teacher doing to establish or maintain classroom code of conduct and classroom procedures?

What is the teacher doing to recognize and acknowledge adherence or lack of adherence to classroom code of conduct and classroom procedures?

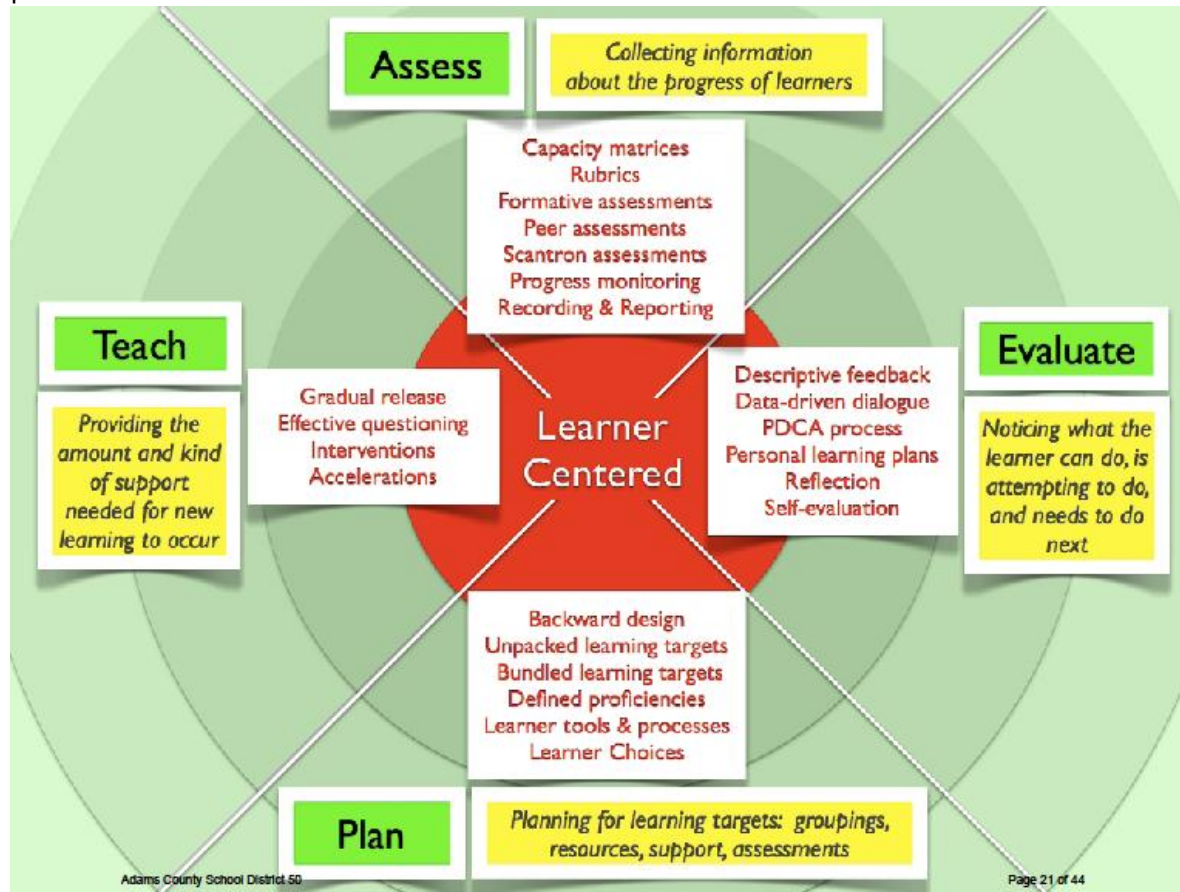
What is the teacher doing to establish and maintain effective relationships with learners?

What is the teacher doing to communicate high expectations for all learners?

APPENDICES

LEARNING TEACHING CYCLE

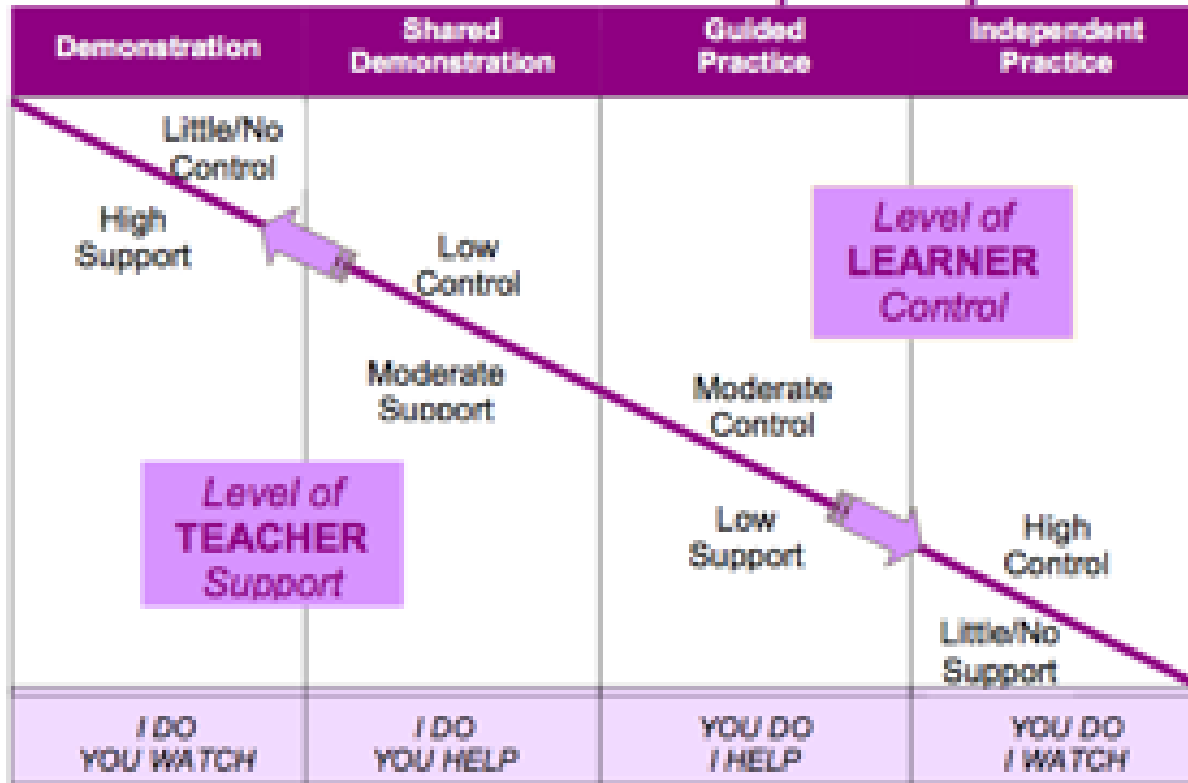
The Learning Teaching Cycle (*Owens, 2000*) details how the schools will consistently monitor and support classrooms to ensure assessments drive instruction. Schools will set timelines for frequency and type of assessment that aligns with their school improvement plan. Teaching is providing the amount of support necessary to ensure that new learning occurs. For that to happen, the teacher must know what the learner needs and how to teach it. She makes decisions based on the teaching and learning cycle. The teaching and learning cycle has four key elements: **assessment, evaluation, planning,** and **teaching**, supported by an understanding of the reading process, the writing process, and of the conditions that are favorable for learning to occur. The teaching and learning cycle describes the process by which teachers make professional instructional decisions and then act on those decisions. The goal of any teaching is to produce new learning, which in turn provides a new assessment sample for the teacher to evaluate.



GRADUAL RELEASE OF RESPONSIBILITY

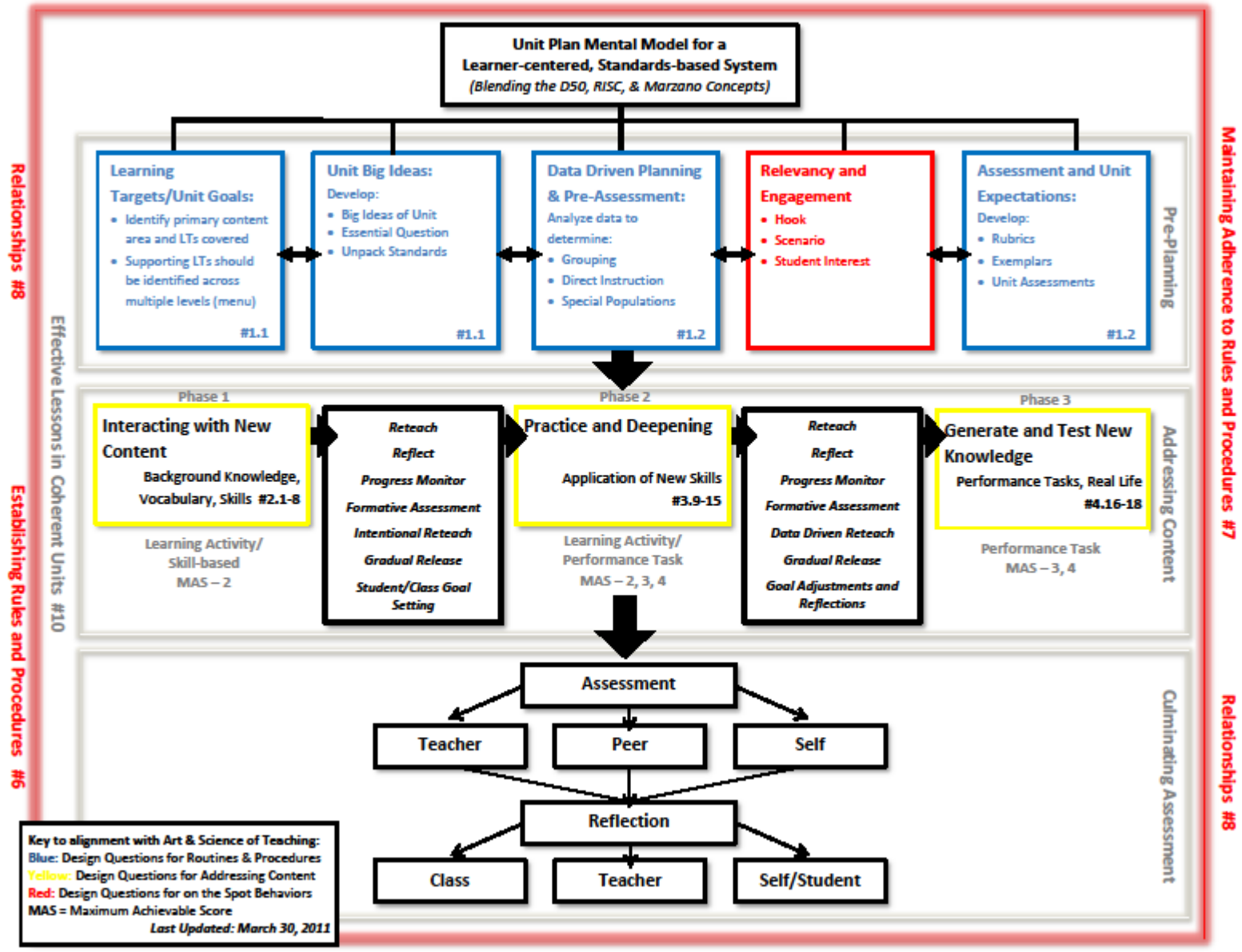
The gradual release model (Pearson and Gallagher, 1983): describes how instructional responsibility moves from Teacher Responsibility to Student Responsibility by initially teaching strategies explicitly using the model to teach students to become independent learners (Modeled – Shared – Guided – Independent). This model and approach is outlined in detail in the Adams 50 Literacy Delivery Guide that schools will revisit in fall 2009. The Gradual Release of Responsibility is a research-based instructional model developed by Pearson and Gallagher (1993). In this optimal learning model, the responsibility for task completion shifts gradually over time from the teacher to the student.

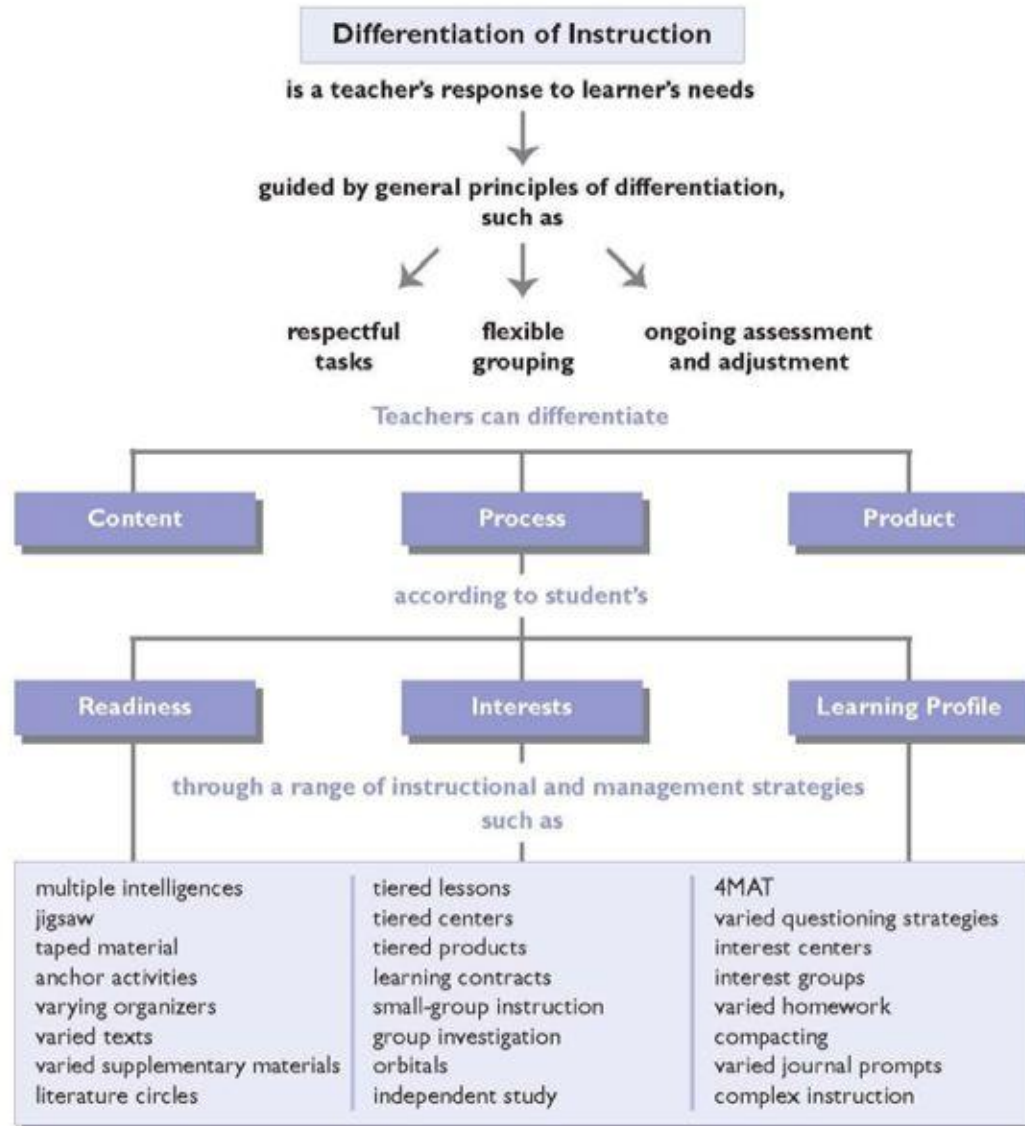
The Optimal Learning Model The Gradual Release of Responsibility



DELIVERY OF COLORADO ACADEMIC STANDARDS (CAS)

[BRACE MAP....MODEL UNDER DEVELOPMENT]





Reprinted by permission from *The Differentiated Classroom: Responding to the Needs of All Learners*, by C.A. Tomlinson (Alexandria, VA: ASCD, 1999). The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.

TAXONOMY

Marzano and Kendall 2008



KNOWLEDGE UTILIZATION											
S C O R E 4	L E V E L 4	Investigating <i>- test hypothesis using assertions and opinions of others</i>		Experimenting <i>- test hypothesis using data collection by student</i>		Problem Solving <i>- use information to accomplish a goal with obstacles or limiting conditions</i>		Decision Making <i>- use information to make a decision</i>			
		investigate	differentiating factors	experiment	how would you test that	solve	adapt	decide			
		research	how/why happened	generate & test	how would you determine if	develop a strategy		select the best alternatives			
		find out about	what would happen	test the idea that	how can this be explained	figure out a way to		which of these is most suitable			
		take a position on		what would happen if	based on the experiment what can be predicted	how would you overcome		what is the best way			
						how would you reach your goal					
ANALYSIS											
S C O R E 3	L E V E L 3	Specifying <i>- identify logical consequences of information</i>		Generalizing <i>- construct new principles or generalizations based on information</i>		Error Analysis <i>- identifying logical or factual errors in knowledge</i>		Classifying <i>- identify categories to which information belongs</i>		Matching <i>- identify similarities and differences</i>	
		make and defend	what would have to happen	generalize	create a principle	revise	assess	classify	organize	categorize	distinguish
		predict		draw conclusions	create a rule	edit	identify errors	identify categories	sort	compare & contrast	sort
		judge	develop an argument	draw inferences	trace development	evaluate	identify problems	identify different types		differentiate	create analogy
		deduce	under what condition		form conclusions	diagnose	identify issues	identify a broader category	discriminate	create metaphors	
						critique					
COMPREHENSION											
S C O R E 2	L E V E L 2	Symbolizing <i>- construct symbolic representation of information</i>					Integrating <i>- identify basic structure of information</i>				
		symbolize	represent	draw	use models	chart	describe how or why	describe relationship between	paraphrase		
		depict	illustrate	show	diagram		describe key parts of	explain ways in which	summarize		
						describe the effects					
RETRIEVAL											
S C O R E 1	L E V E L 1	Executing <i>- perform procedures</i>			Recalling <i>- produce information on demand</i>				Recognizing <i>- determine if information is accurate, inaccurate or unknown</i>		
		use	make	draft	exemplify	label	describe	what	recognize	identify (from list)	
		demonstrate	complete	create	name	state	who	where	select (from list)	determine if true/false	
							when				
		show		list							

Developed by Craig Sherman, Adams 50 Teacher