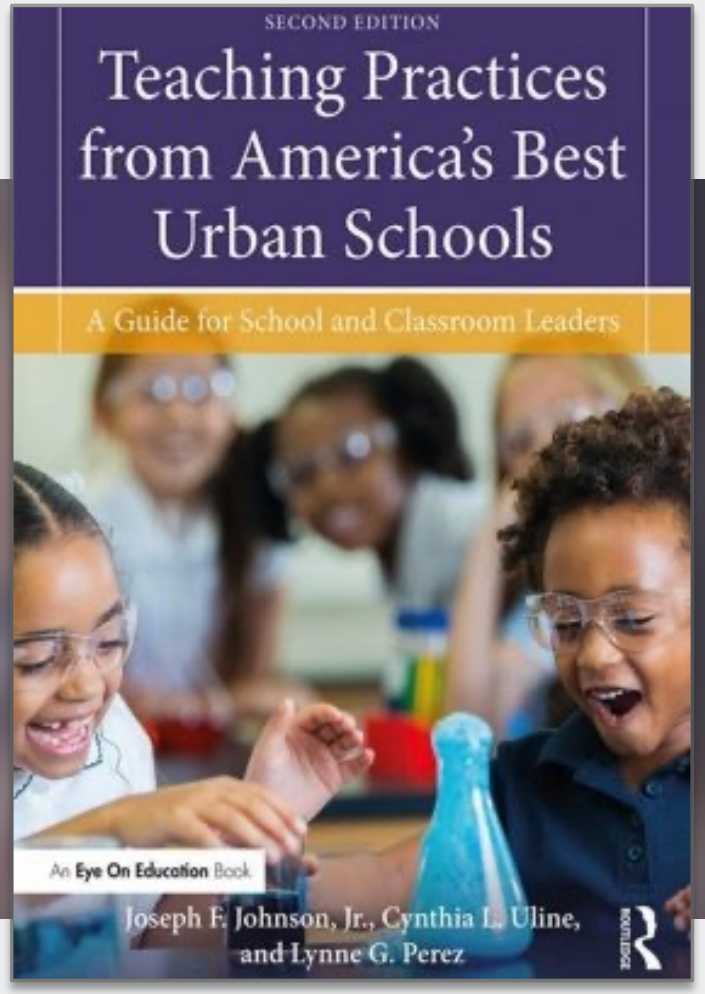

1. MAKING STUDENTS FEEL VALUED AND CAPABLE
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8. LEADING STUDENTS TO LOVE LEARNING

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1 QUALITY INDICATORS

MAKING STUDENTS FEEL VALUED AND CAPABLE

WHAT IT IS
Teacher praises and acknowledges students, makes students feel valued, and helps students feel capable of learning rigorous content.

WHY IS IT IMPORTANT
Students are more likely to exert effort when they believe the teacher values them and believes they will succeed academically.

DRIVING QUESTION FOR TEACHERS
"Would I feel valued in this class?"

"Would I feel capable in this class?"

"What can I do to ensure all my students feel valued and capable?"

Teacher Behaviors	Student Behaviors	Room Environment
The teacher promotes a sense of belonging and eagerness to engage by leading all students to believe their involvement and their success is sincerely desired. Teacher provides feedback in ways that motivate students to keep trying/learning. By praising positive behavior, the teacher leads students to think highly of themselves. The teacher presents challenging questions/tasks to students from various backgrounds in ways that lead students to believe they can learn rigorous content. The teacher models and expects students to emulate interactions that lead students to feel safe sharing what they think.	Students from various backgrounds and with varying academic skill levels feel confident sharing their ideas and participating in learning tasks, even when questions or tasks are challenging. Students rarely engage in negative attention-getting behavior because they are confident that the teacher values and appreciates them. Students feel comfortable being themselves because they perceive they can simultaneously be themselves and be strong students.	Posters, photos, and other classroom materials reflect the various cultures of the students served. Student's high-quality work is displayed in ways that make students proud. Positive expectations/ characteristics are posted (and frequently reinforced). The learning environment is clean, attractive, well maintained in ways that lead students to perceive that they are valued and appreciated.

2 QUALITY INDICATORS

FOCUS ON UNDERSTANDING AND MASTERY

WHAT IT IS

The lesson will lead students to understand a specific concept. The teacher carefully attends to student responses and shapes instruction accordingly to ensure every student progresses toward mastery.

WHY IS IT IMPORTANT

Students are more likely to perceive themselves as capable learners if they see they are advancing toward mastery of a challenging concept or skill.

DRIVING QUESTION FOR TEACHERS

“What do all my students need to see, do, hear, touch, and experience in order to understand and master this important concept?”

Teacher Behaviors	Student Behaviors	Room Environment
The teacher deliberately shapes questions and tasks to elicit student responses that signal understanding of learning intentions, then adapts teaching moves to maximize student attainment of success criteria. The teacher scaffolds questions and tasks in ways that lead all students toward greater depth of understanding of learning intentions. The teacher differentiates questions and tasks, so all students perceive they are being challenged while they also perceive they have enough support to successfully attain the success criteria. The teacher creates an environment that encourages all students participate, engage, think, discuss, contribute, and make academic progress.	Students from various backgrounds and with varying academic skill levels actively engage in tasks, conversations, and discussions. Student responses indicate that they are making meaning of lesson content and developing deep understanding of lesson objectives. Students from various backgrounds and with varying academic skill levels are engaged in higher-level thinking: describing, analyzing, comparing, explaining, or evaluating. Students can answer: “What are you learning? Why is that important?”	The lesson objective or learning intention is posted in a way that is visible to students in language that is accessible to students. The posted objective is consistent with lesson activities. Anchor charts or other learning tools (including manipulatives) are used to help students navigate the steps toward deeper levels of understanding of the lesson objective.

3 QUALITY INDICATORS

PROMOTING CLARITY

WHAT IT IS

The teacher has a clear learning outcome in mind, has organized the lesson to help all students achieve the outcome and helped students clearly understand key ideas.

WHY IS IT IMPORTANT

Students are empowered when they clearly understand what they are expected to learn and they understand what they need to do to succeed.

DRIVING QUESTION FOR TEACHERS

“How can I get all my students to see a clear route to understanding what I want them to learn?”

Teacher Behaviors	Student Behaviors	Room Environment
The teacher sets clear learning intentions and success criteria based on standards. The teacher organizes the lesson to clarify what students have already learned, what they need to learn, and how they will make progress. The teacher specifies the conceptual “chunks” students need to understand to make sense of more complex concepts/skills. The teacher conveys complex ideas with words, images, objects, and interactions that make sense to students, regardless of language or cultural background or prior academic knowledge.	Students from various backgrounds and with varying academic skill levels perceive a logical path from what they already know to the lesson’s learning intentions. Students model the use of logical strategies to address complex problems. Students appear to know their learning target and how they are going to get there. (Assessment capable learners) Students can answer: “What are you learning? Why is that important?”	Anchor charts help students recall the logic associated with the sequence of steps necessary to address complex problems. Talk moves are displayed and accessible to students. (e.g., table tents, language frames, sentence starters, etc.) Manipulatives, diagrams, and other physical and visual tools are used to help students see and experience the logic necessary to address complex problems.

4 QUALITY INDICATORS

ENSURING CULTURALLY, SOCIALLY, AND PERSONALLY RESPONSIVE TEACHING

WHAT IT IS
The teacher helps students see how unfamiliar lesson concepts connect with their cultural, social, and personal strengths and experiences.

WHY IS IT IMPORTANT
Students are more likely to engage in lessons and remember concepts when they see how concepts are relevant to their lives.

DRIVING QUESTION FOR TEACHERS
“How can I help all my students see that this ‘new’ concept/ skill is connected to things they have already experienced, things they know well, or things they enjoy?”

Teacher Behaviors	Student Behaviors	Room Environment
The teacher sets clear learning intentions and success criteria and demonstrates an expectation that students from various backgrounds with varying academic skill levels will achieve them. The teacher utilizes literature, problems, examples, and tools that build upon students’ strengths, culture, interests, and prior knowledge. The teacher persistently monitors student participation and adjusts to ensure that students from various backgrounds and ability levels sustain high levels of engagement. The teacher encourages and reinforces students as they draw connections between their language, cultures, backgrounds, and interests and the lesson concepts/skills.	Students from various backgrounds and with varying academic skill levels are highly engaged in instructional activities (performing, discussing, creating, writing, and building) because they see the relevance of lesson activities to their lives. Students eagerly engage in learning activities because they see connections to their interests, cultures, backgrounds, language, and experiences. Students can answer: “Why is this important to you?”	Visuals throughout the room help students see the relevance of lesson objectives to their cultures, backgrounds, and interests. Roles for student collaborative conversations are understood and posted.

5 QUALITY INDICATORS

CHECKING FOR UNDERSTANDING, PROVIDING FEEDBACK, AND ADAPTING

WHAT IT IS
Frequently, the teacher checks to determine what each student understands, provides feedback, and adjusts instruction to improve understanding.

WHY IS IT IMPORTANT
By checking understanding frequently, teachers ensure that all students are progressing toward understanding.

DRIVING QUESTION FOR TEACHERS
“How can I be certain that all my students are constantly progressing toward deep understanding of the concepts and skills I want them to learn?”

Teacher Behaviors	Student Behaviors	Room Environment
Formatively, the teacher assesses student understanding through student responses/performances. Meticulously, the teacher acquires learning feedback from all students. The teacher uses various strategies (e.g., drawing random names, think-pair-share) to check all students’ understanding. In checking understanding, the teacher probes to ensure deep levels of understanding with questions such as, “Why do you think that?” When students respond, the teacher affirms correct answers and encourages continued engagement and thought. The teacher adapts instruction based on student responses.	All students anticipate being asked to respond or contribute, so they carefully attend to instruction/activity. Students use white boards to write responses that demonstrate their understanding of concepts/skills. When students are asked to engage in paired or group conversations, all students share and listen to their classmates. When students are asked to provide responses in unison, all students respond.	Student voices are heard more frequently than the teacher’s voice.

6 QUALITY INDICATORS

BUILDING FLUENCY WITH GATEKEEPER VOCABULARY

WHAT IT IS
The lesson engages students in using the vocabulary that is central to the lesson objective.

WHY IS IT IMPORTANT
Students are more likely to develop strong understanding when they feel they "own" the key vocabulary.

DRIVING QUESTION FOR TEACHERS
"How can I be certain that all my students have integrated the vocabulary that is central to this lesson into their spoken vocabulary?"

Teacher Behaviors	Student Behaviors	Room Environment
The teacher has pre-identified vocabulary that students should be able to use comfortably if they are to truly "master" the concepts associated with the lesson. The teacher ensures that students use, define, and explain these words. The teacher prompts students to utilize pre-identified "gatekeeper" vocabulary through sentence stems, conversation starters, dramatizations, and other strategies. The teacher acknowledges and celebrates students for attempting to utilize gatekeeper vocabulary. The teacher utilizes a variety of strategies to ensure that all students practice speaking the gatekeeper vocabulary.	Students from various backgrounds and varying ability levels use the pre-identified "gatekeeper" vocabulary as they discuss, explain, dramatize, describe, and debate. Students progressively show increased comfort levels pronouncing and utilizing gatekeeper vocabulary. Students are able to use the gatekeeper vocabulary in response to questions from the teacher, other students, or observers.	Essential vocabulary is posted with definition and pictures Sentence or paragraph frames are posted with essential vocabulary for students to use. Word walls are posted with learned gatekeeper vocabulary.

7 QUALITY INDICATORS

PROMOTING SUCCESSFUL PRACTICE

WHAT IT IS
Using a gradual release of responsibility, the teacher increases the likelihood that students will succeed when they are asked to complete tasks independently.

WHY IS IT IMPORTANT
Students are more likely to achieve academic success when teachers carefully ensure their readiness to complete tasks independently.

DRIVING QUESTION FOR TEACHERS
"How can I be certain that all my students are likely to experience an appropriate level of struggle **and** a high level of success when they work independently?"

Teacher Behaviors	Student Behaviors	Room Environment
The teacher monitors students' evidence of understanding to ensure that "struggle" is productive for students. The teacher advances the GRR only as students provide evidence that they are ready to engage successfully at the next level. To help students advance from "I do" to "we do" and "you do," the teacher explains rubrics, and other tools that help students monitor their learning. The teacher groups students to accommodate their varying needs related to the GRR. The teacher acquires evidence that students are likely to be successful BEFORE independent practice begins. Teacher monitors students while they are working independently and regroups when students are not experiencing high rates of success.	At each stage of the gradual release (I do, we do, you do), students from various backgrounds and varying ability levels demonstrate a productive balance of struggle and success. When the teacher models (I do), students demonstrate that they can explain what the teacher did that led to success. When students engage in group work, students utilize success criteria, rubrics, and other tools to monitor their progress. When students work independently, they use rubrics, scoring guides, and other tools to self- assess that they are on target.	Seating arrangements are designed to accommodate students who might be at various levels of readiness for GRR stages. Tools such as anchor charts, rubrics, and success criteria are posted so that students can maximize their success as they advance toward mastery of concepts and skills.

8 QUALITY INDICATORS

LEADING STUDENTS TO LOVE LEARNING

WHAT IT IS

Teacher enthusiasm and a variety of approaches (e.g., project-based learning, arts integration, student-to-student engagement) lead students to love learning.

WHY IS IT IMPORTANT

By teaching in ways that lead students to love learning, teachers can maximize student success and interest in life-long learning.

DRIVING QUESTION FOR TEACHERS

“How can I be certain that all my students will love learning this content and want to learn more?”

Teacher Behaviors	Student Behaviors	Room Environment
The teacher conveys urgency, excitement, and enthusiasm concerning the concepts and skills being taught. The teacher leads students to believe that the content being taught is important, interesting, and relevant to their lives. The teacher presents challenging academic content/standards in ways that engage students in generating products they are likely to find meaningful. The teacher presents challenging academic content/standards in ways that lead students to use the arts, media, technology, or other tools they find interesting and exciting. The teacher presents content in ways that lead students to perceive they are learning rigorous concepts/skills.	Students enjoy working with each other as they endeavor to learn challenging academic content. Students engage in project-based, problem-based, and/or experimental learning.	Anchor charts, rubrics, and other tools guide individual students and student groups as they advance toward completing challenging tasks successfully. Caring and nurturing messages are displayed in ways that encourage all students to perceive themselves as successful scholars.