

2018-2019

**Allen County Schools**

**Continuum of Best Practices**

**Promoting Teacher Ownership and Continuous Growth**

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| **Measure 2: Relationships & Classroom Learning Environment**  *Establishes a Learning Environment Conducive to Supportive Relationships, Engagement, and Ownership* | | | | |
| **Critical**  **Attributes** | **LEVEL OF PROFICIENCY** | | | |
| **Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| **Arranges classroom space to optimize learning conditions** | Makes learning materials available  Decorates room  Room is free of clutter | Arranges furniture to invite collaborative work  Organizes and labels materials for ease of student access  Decorates room to reflect topics and content of study  Posts student work | Arranges the classroom to allow for time and place to think, explore, and work with others  Provides access to a variety of materials that encourage student thinking (e g educational games, manipulatives, leveled books, etc )  Displays exemplary student work with teacher feedback | Arranges room to support learning in whole group, small groups, pairs, and/or individually based on student needs  Displays evidence of student reflection and holding thinking (student work samples, anchor charts, etc )  Displays exemplary student work with peer feedback every unit or quarterly |
| **Creates a climate of trust where students take risks and learn from their mistakes** | Poses questions for students to answer | Leads discussions by inviting independent thinking from any student  Models respect when addressing disagreements or misconceptions during discussions | Co-creates classroom climate with students  Expects/allows all to participate in student-centered learning experiences  Creates opportunities for students to make decisions and be leaders  Teachers and students share mistakes and failures in solving tasks | Teaches students strategies and vocabulary for respectful exchanges of ideas  Teaches students to respectfully hold each other accountable in their conversations about ideas and behavior  Trusts students to monitor their movement in the classroom and school |
| **Establishes classroom expectations for behavior** | Relies solely on students’ background knowledge about appropriate classroom behavior  Ignores misbehavior and has not established classroom expectations | Develops behavior expectations that support learning community  Monitors student behavior  Corrects inappropriate behavior with inconsistent results | Establishes clear classroom expectations  Co-creates shared class agreements with students through class discussion  Encourages hard work and persistence as measures of success | Monitors and communicates classroom expectations consistently  Expects students to uphold class norms by holding peers accountable in age-appropriate manner  Invites students to self-reflect on successes and challenges in collaborating with peers |

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| **Critical**  **Attributes** | **LEVEL OF PROFICIENCY** | | | |
| **Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| **Uses rituals and routines to create seamless transitions** | Attempts to use routines but not consistently applied | Establishes routines and uses them consistently  Honors time for teacher to connect with students, and for students to connect with one another | Enlists students to help lead established rituals and routines  Uses a variety of cues (auditory, visual or linguistic) to keep transitions to a minimum  Models and practices transitions; gives students feedback  Monitors and implements rituals and routines consistently | Students transition efficiently between learning tasks with minimal or without reminders  Rituals and routines are co- constructed with students |
| **Establishes a culture where students work with others in a respectful and cordial manner** | Invites interaction | Facilitates learning-focused interaction  Fosters mutual respect among students - Gives feedback on inappropriate tone, body language, or comments | Teaches students to listen to others as they share ideas & information  Reminds students as needed why and how they can maintain a respectful demeanor  Uses a variety of activities that promote respectful student interaction | Provides grade-appropriate opportunities for students to take leadership roles in conducting respectful and learning-focused interactions  (Teacher) Focuses on listening without interjecting while students discuss ideas  Offers age-appropriate prompt and compassionate feedback if the discussion tone requires redirection |

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| **Measure 3A Classroom Instruction**  *Communicates Purpose, Relevance and Success Criteria to Foster Ownership and Independence* | | | | |
| **Critical**  **Attributes** | **LEVEL OF PROFICIENCY** | | | |
| **Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| **The learning targets, success criteria and relevance are presented to students and referenced throughout the lesson as appropriate**  *Effect Size:*  *Learning Targets .41*  *Teacher Clarity .75* | Posts learning/content  targets for the lesson  Describes the learning activity | Shares and examines learning/content targets at the beginning of the lesson to establish purpose  Includes clear targets with vocabulary and academic language  States rationale for learning experience | Uses the thinking strategy as the verb of the learning target so the relevance spans beyond the current assignment  Uses learning targets and enduring understandings to be intentional about the goals for the lesson and unit  Establishes relevance of current learning; makes connections to past learning  Explains learning targets and connects them to relevance  Frames the learning target, derived from a content standard, which helps students grasp the lessons purpose for the day  Shares success criteria as needed | Ensures that students can articulate or demonstrate what success will look like when targets are mastered (according to success criteria)  Invites discussion and reflection about value or relevance of learning  Connects learning targets to prior and future learning and provides opportunities for students to reflect/discuss learning targets before, during, and after the lesson |
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| **Responds to students’ culture and language backgrounds** |  | Selects content and materials that connect to and expand on students’ interests, as well as their cultural and linguistic backgrounds | Capitalizes on students’ cultural backgrounds and interests to enhance an existing lesson | Connects the students’ existing background knowledge and culture to the topic in the current unit of study |

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| **Measure 3B: Classroom Instruction**  *Uses questioning and discussion techniques to promote student discourse and collaboration* | | | | |
| **Critical**  **Attributes** | **LEVEL OF PROFICIENCY** | | | |
| **Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| **Engages all students in discussions to promote thinking**  *Effect Size:*  *Discussion/*  *Discourse .88*  *Teacher Questioning .48* | Teacher asks knowledge level questions and students give brief response  Offers little or no opportunity for student discourse | Probes for thinking behind ideas and answers For instance, students are asked to explain their thinking or to give evidence that supports their answers  Welcomes all students’ ideas and thinking beyond the recall and comprehension levels  Poses open-ended questions that promote discussion  Provides opportunities for periodic student-led discussion | Sets a high standard for answering questions: use No Opt Out, wait time, cold and warm calling, and Talk Moves strategies consistently  During or after a discussion, creates and posts anchors charts with student ideas, labeled with students’ names to hold thinking and support future discussion  Acknowledges student thinking and understanding through paraphrasing and probing  Ensures that all students are involved daily in discussions utilizing a variety of strategies (i e think, pair, share; group discussion, turn and talks, give one- get one, etc )  Engages students in discourse with partners and/or small groups to construct meaning before engaging in whole class discussions | Guides students in facilitating their own discussions, allowing teacher to participate and provide additional insights  Revisits, uses and/or adds to anchor charts containing student ideas throughout a unit  Encourages and challenges student thinking to promote metacognition and to understand various perspectives (e.g How is that idea different/same? How did it change your thinking?)  Provides opportunities for students to take leadership roles in conducting purposeful, structured, learning- focused discussion  Teaches students to elaborate and build on each other’s ideas |

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| **Measure 3B: Classroom Instruction**  *Uses questioning and discussion techniques to promote student discourse and collaboration* | | | | |
| **Critical Attributes** | **LEVEL OF PROFICIENCY** | | | |
| **Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| **Engage in meaningful collaborative work**  *Effect Size:*  *Discussion/*  *Discourse 88* | Teacher tells collaborative groups  to focus discussion on a specific/limiting task that does not promote meaningful discourse  Provides limited opportunities for students to work together | Intentionally plans opportunities for students to engage in purposeful discussion about content by posing open-ended questions that promote discourse  Offers students opportunities to generate ideas and questions about a topic to enhance discussion during collaboration  Regularly assigns tasks that invite collaboration  Considers student academic and social skills when organizing groups  Creates systems to hold individuals accountable for their learning during collaborative tasks (organizers, rubrics, assigned jobs within group)  Asks students to share thinking from discussion with whole group  Teacher moves around the room listening to group discussion | Assigns intellectual, purposeful tasks that develop ownership, build engagement  Uses protocols to guide group conversation to hold students accountable for their learning from discussion and collaboration with peers  Uses multiple strategies for grouping students depending on the task (e g whole/small group, pairs, etc )  Teacher addresses collaboration challenges as they arise  Invites students to explain how their initial thinking changed as they worked in groups  Teacher documents what students say during discussions validating collaborative thinking | Uses collaborative learning intentionally to deepen and expand learning for all students  Provides choice for students to collaborate as needed to accomplish learning goals  Invites students to reflect on successes and challenges in collaborating with peers  Expects students to observe and share the ways in which their thinking has changed over the course of the collaboration  Teacher uses documented conversations to reflect with students at the end of a lesson and/or to inform next steps |

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| **Measure 3C: Classroom Instruction**  *Develops students’ ownership and independence of learning by shifting the amount of time students are engaged in thinking, talking & doing demanding work* | | | | |
| **Critical**  **Attributes** | **LEVEL OF PROFICIENCY** | | | |
| **Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| **Develops tasks which are cognitively demanding** | Provides learning tasks that keep students busy  Refers to textbooks, district materials, or program questions in planning and pacing instruction | Provides task that connects to learning target  Plans for in-depth coverage of power standards to allow time for student inquiry  Non-fiction writing is used but not regularly during instructional period  Vocabulary is mentioned but not fully developed. | Ensures tasks match the level of difficulty of state standards and learning targets    Utilizes compelling tasks that have real-world application  Uses elements of inquiry to promote student engagement   |  | | --- | | Non-fiction writing is used regularly.  Examples: Constructed response,  lab reports, supporting argument,  writing to learn, etc.  Vocabulary instruction is provided  and ensures all students are clear | | Provides cognitively demanding tasks (DOK 3+ and Bloom Apply+) that challenge students  Develops tasks that inspires students to continue their own inquiry  Develops tasks that promote  “rigorous thinking,” \* by modeling practices including: synthesizing several sources of information, testing one’s own understanding of concepts, formulating conjectures and hypotheses, constructing explanations, challenging the quality of each other’s reasoning, presenting arguments and drawing conclusions  Students have choice in writing notes/ideas  Requires students to apply specific knowledge/vocabulary and provide evidence for claims and arguments |
| **Conducts opening/mini- lesson to model thinking and processes**  Modeling/Direct instruction - Gradual Release .59 | Provides directions for learning  Describes task to be completed | Teaches a mini-lesson  Tells students how to approach tasks  Models for replication only  Uses a hook to create engagement  Focuses on a specific purpose | Models how teacher uses thinking to understand content  Limits mini so students have adequate amount of time to work  Ensures clarity of task before releasing students to work    Uses intentional modeling and think alouds to explain new learning, develop a skill, or complete a task  Taps into students' background knowledge to identify misconceptions | Models using content-specific vocabulary, including Thinking Strategy terms, that facilitate student independence with content literacy  Bases modeling/ think alouds on what students need  Intentionally avoids telling students too much |

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| **Critical Attributes** | **LEVEL OF PROFICIENCY** | | | |
| **Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| **Provides learners blocks of time to work**  Productive Struggle .64 | Teacher talk time is greater than student talk time.  Offers teacher directed guided practice | Invites students to share thinking and learning with teacher as leader  Keeps students on task during work time  Provides multiple and varied opportunities for guided practice | Provides blocks of work time for students to independently or collaboratively read, write, talk, and think with minimal teacher input  Provides appropriate structures to ensure that students use time well  Creates groups to offer differentiated support during work time  Uses whole group, collaborative groups, pairs, or independent guided practice to develop student understanding | Encourages self sufficiency and allows productive struggle  Allows choice for students’ independent work time that provides enrichment of learning  Uses flexible and strategic groupings to enhance student learning  Encourages students to teach others what they learned about the content or “big” ideas |
| **Uses “catch and release”** | Gives basic directions | Inserts timely and intentional mini-lessons as needed during work time | Responds to patterns and issues found in students’ thinking  Notices and names the attributes of high quality thinking and work | Asks students to share exemplary ideas/work  Differentiates by posing questions that drive students’ thinking deeper |

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| **Measure 3C: Classroom Instruction**  *Develops students’ ownership and independence of learning by shifting the amount of time students are engaged in thinking, talking & doing demanding work* | | | | |
| **Critical Attributes** | **LEVEL OF PROFICIENCY** | | | |
| **Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| **Interacts and confers with students during work time** | Sits at desk during student work time  Responds only when prompted by students | Circulates and asks students questions about their progress  Listens in on individual or collaborative work | Asks questions that promote deeper thinking (e.g. What if?, Why?, etc.)  Listens actively to: validate thinking, provide instruction, and check for understanding  Gathers thinking and ideas from students to highlight during reflection | Asks questions that promote deeper thinking and prompts students to explore how questions aid in understanding (i.e. metacognition)  Monitors long term growth through effective record- keeping used to guide instruction |
| **Provides opportunities for reflection to highlight thinking & consolidate lesson ideas** | Does not set aside time for reflection or just makes a summarizing statement | Inconsistently provides time and structures that support students in reflecting on their learning | Consistently incorporates reflection as a means for students to gain competence and confidence by highlighting student work and thinking  Uses reflection to consolidate important lesson ideas and clear up misconceptions | Uses reflection in a variety of ways based on the students’ needs (e.g. revisit targets & success criteria, highlight and show student, work/thinking, let students share their thinking around the problem or text, collect formative data, create anchor charts to hold thinking, transfer skills to new concepts |
| **Selects & modifies resources to meet the needs of students** | Uses basic resources, such as a textbook or worksheet  Uses technology as a substitute for teacher instruction and student discourse | Promotes student engagement by matching resources, including technology, to the level of the content standard to support student needs  Teaches content from the scripted resource | Selects and introduces multiple resources (e.g. leveled passages, text with audio, manipulatives, etc.) to differentiate instruction  Uses resources including technology in ways that promote thinking and understanding  Utilizes compelling and engaging texts to promote engagement  Supplements resources with personal ideas | Uses carefully selected primary and secondary resources to deepen concepts and understanding  Intentionally uses resources including technology to promote students’ thinking and make connections to the world outside their classroom and apply new learning  Develops new/refines resources to address needs of the content |

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| **Critical Attributes** | **LEVEL OF PROFICIENCY** | | | |
| **Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| **Names and notices thinking that supports understanding** | Fails to name and notice teacher and student thinking  Teacher lists or mentions ways to support thinking, such as visualizing or making a connection | Describes own thinking to students  Notices and names student thinking | Shares with students the ways in which his/her own thinking supports understanding  Connects student thinking to comprehension  Uses anchor charts and other structures to recognize student thinking and how their thinking changes | Expects students to notice and name their thinking (“be metacognitive”) and to explain how it helps them comprehend (e.g How did thinking about that statement, question, etc. help you understand?)  Celebrates student thinking by acknowledging exemplary connections that students make |
| **Teaches thinking strategies to build understanding**   * Making Inferences * Questioning * Determining importance * Monitoring for Meaning * Building and activating background knowledge * Synthesizing * Creating sensory images   (Visualizing) | Posts the thinking strategies in the room  Fails to refer to the thinking strategies or inconsistently makes reference | Describes thinking strategies  Invites students to use thinking strategies  Discusses thinking strategy use in daily life  Posts goals for students’ learning of the thinking strategies  Identifies when, how, and why students will use the thinking strategies to promote learning  Asks students to consider how they used thinking strategies | Models thinking strategies (thinks aloud to demonstrate how strategy use leads to understanding)  Describes how and why thinking strategies promote understanding  Reminds students to apply thinking strategies when addressing a text  Monitors how students use thinking strategies to help them learn through annotations, conversations, and journals, among others  Confers regularly with individuals and small groups on how and why thinking strategies are supporting their understanding | Reinforcing students’ use of thinking strategies during direct instruction and conferring  Invites students to integrate and apply thinking strategies in a variety of situations across disciplines  Encourages students to create goals for their own learning and thinking strategy use  Teaches students to self-monitor their comprehension (metacognition) and uses thinking strategies to clarify meaning as needed  Engages students in conversations about how strategies supported their understanding |

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| **Critical Attributes** | **LEVEL OF PROFICIENCY** | | | |
| **Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| **Holds thinking to remember and reuse** | Provides tools/organizers for students to hold thinking | Shows students multiple ways to hold and use their thinking (sticky notes, double column journals, graphic organizers, etc.) | Matches the method of holding thinking to the text and task  Demonstrates how students can use the “held” thinking in upcoming lessons | Invites students to reflect on which ways of holding their thinking serves them best in different contexts  Offers structures for students to store and access “held” thinking over time |
| **Develops mindsets of good learners and successful people** | Fails to mention the mindsets (thinking, self-awareness, work ethic, persistence) of good learners when opportunities arise  Certified for Life or LIM habits are posted in room | Mentions the mindsets (thinking, self-awareness, work ethic, resilience) of good learners when opportunities arise  Refers to the mindsets before, during, or after instruction but is inconsistent | Regularly presents habit targets (certified for life mindsets, content practice standards, TLIM habits) during a lesson to focus growth around individual elements  Makes connections (names & notices) when students exhibit elements  Creates anchor charts defining elements of successful people and displays for future reference  Uses the language “Good readers Good mathematician… Good scientist etc when talking with students to highlight those desirable behaviors | Provides opportunities for students to self-assess their growth  Provides structure for students to select areas they want to improve and keep track of their progress during a lesson/unit |

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| **Measure 3D: Assessments: Using Goals & Results to Drive Improvement**  *Monitors growth using informal and formal information about student learning to adjust practice, provide support, & ensure all students move forward* | | | | |
| **Critical Attributes** | **LEVEL OF PROFICIENCY** | | | |
| **Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| **Provides feedback to students about their understanding** | Provides general, non-specific praise | Offers students descriptive, timely feedback, but feedback does not connect to how the student was led to understanding  Provides timely and relevant feedback to assist students in achieving learning objectives  Provides feedback to the class as a whole | Notices and names students’ productive learning behaviors and how they led to understanding  Expects students to provide feedback to teacher about what they know, understand & need | Provides opportunities for students to give feedback to peers about their contributions to the learning process  Provides students ongoing opportunities to give peer feedback specific to the task or content. |
| **Encourages student self- assessment** | Provides student-friendly learning targets as a way to guide self-assessment | Provides a rubric for major assignments  Invites students to self-assess  Includes success criteria within targets that allow students to know what mastery looks like | Provides time & structures for students to monitor their own understanding of content/topic/skill  Provides multiple structures (i.e. rubrics, self-reflection logs, anchor charts, etc.) for regular student self- assessment in light of learning targets | Involves students in helping define success for learning when appropriate (creating a rubric, anchor charts, etc.)  Provides ongoing opportunities for students to self-assess and track their own progress in reaching learning goals  Invites students to consider what they are learning about themselves as learners |
| **Monitors learning using formal and informal data** | Asks students whether they understand  Uses data for grading and checking for understanding.  Collects exit tickets but may not utilize them for next steps of instruction | Uses a variety of methods to check for understanding  Uses summative, formative, and performance-based data to check for understanding, assess student progress, and adjust instruction  Collects exit tickets and utilizes them for next steps of instruction | Gathers informal and/or formal assessment data before, during, and after the lesson  Uses data from informal and/or formal assessment to modify planning and instruction | Triangulates (uses) a variety of formal and informal assessments to assess student understanding, guide planning and instruction  Students are provided time to monitor their own clarity about the content/topic/idea during the lesson |

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| **Critical Attributes** | **LEVEL OF PROFICIENCY** | | | |
| **Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| **Uses common summative assessments to plan units of instruction** | Administers culminating assessments | Aligns culminating assessments with learning objectives and state standards  Creates summative assessment before teaching the unit  Collaborates with grade level/content partners when applicable to develop common assessments | Utilizes a range of summative assessment tasks, including performance assessments, when applicable  Designs unit based upon summative assessment  Aligns assessments to the rigor of state and national standards | Creates summative assessments/activities that include specific, observable behaviors that are valid and reliable measures of learning when applicable  Designs summative assessment that allows students to demonstrate deep understanding and mastery of the standards (e.g. short answers and open response questions that ask students to explain their thinking and/or provide evidence) |
| **Assess student progress toward goals and adjusts accordingly** | Refers to district instructional materials and/or textbook manual in planning assessment  Considers student’s prior assessment data | Gathers formative assessment data before instruction of unit and some during unit  Uses some formative assessment data to plan the next instructional steps | Gathers and analyzes formative assessment data frequently during unit  Uses data to hone priorities for short and long term instructional plans  Designs differentiated instructional activities based on assessment data | Gathers and analyzes formative assessment data frequently during lesson  Tracks individual student’s progress towards learning objectives (e.g. conferring notes, STAR data, pre- & post-tests, formative & summative assessments)  Meets individual needs through differentiated instruction based on assessment data (e.g. using pause/mastery days to meet with students who have shown non-mastery of standards) |