PEBC CONTINUUM OF GROWTH
IN BEST INSTRUCTIONAL PRACTICES

The PEBC Continuum of Growth in Best Instructional Practices has been developed as a learning tool to assist teachers, principals, and school leadership teams, and instructional coaches. It has three primary purposes:

- A self-assessment tool for teachers to use individually or with their coach to establish personal growth goals and to determine next steps in their professional learning.

- An instructional tool for principals to help them understand and recognize the research-based practices as they are developing and being implemented by teachers in their classrooms.

- A professional development tool to help leadership teams map out and analyze their professional development assets and then to determine their professional development priorities.

Educators will be at different places in their professional practice when they begin using the continuum. The goal is to provide teachers, principals, and coaches with milestones in the form of recognizable behaviors to help guide them on their individual, school and district professional development journeys.

The PEBC Continuum of Growth in Best Instructional Practices is divided into seven components; in order that each component may stand alone, some of the descriptors overlap. The Continuum is intended to be used over time and in conversation with educators; not all components are observable. The PEBC Continuum of Growth in Best Instructional Practices in **not** intended to be used for formal teacher evaluation, but rather as a tool to support teachers' continuous reflection and growth.

SUBCOMPONENTS	(1) Novice	(2) Emergent All of 1, plus...	(3) Proficient All of 2, plus...	(4) Highly Effective All of 3, plus...
Creates a learning environment that optimizes student learning	Makes learning materials available. Decorates room.	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.	Provides access physically and intellectually to diverse, high quality materials that encourage student thinking. Displays annotated exemplars of student work, for the purpose of celebration	Arranges room to support learning in whole group, small groups, pairs, or individually. Trusts students to monitor their movement in the classroom and school. Expects students to take responsibility for learning environment. Displayed student work is used for reflection to optimize student learning.
Creates a climate of trust that allows for risk taking	Leads classroom discussions.	Leads discussions by inviting student thinking. Poses questions. Creates opportunities for students to make decisions and be leaders.	Co-creates classroom climate with students. Engages all in student-centered learning experiences. Poses open-ended questions that promote discussion. Models respect when addressing disagreements or misconceptions. Shares his/her own mistakes and self-corrections.	Apprentices students in facilitating their own discussions, allowing teacher to participate and provide additional insights. Teaches students strategies and vocabulary for respectful exchanges of ideas. Teaches students to hold each other accountable in their conversations about ideas and behavior.
Develops shared agreements and norms for behavior	Relies on students' background knowledge about appropriate classroom behavior.	Develops behavior expectations that support community.	Co-creates class agreements with students. Serves as guardian of class agreements.	Expects students to uphold class agreements by holding peers accountable. Expects students to reflect upon their own behavior in light of class agreements.

Subcomponents	(1) Novice	(2) Emergent All of 1, plus...	(3) Proficient All of 2, plus...	(4) Highly Effective All of 3, plus...
		Level of Proficiency		
Facilitates and purposefully uses collaborative learning	Provides opportunities for students to work together	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.	Assigns intellectual, purposeful tasks that develop ownership, build engagement. Uses multiple strategies for grouping students. Matches configuration (whole group, small group, etc.) to task. Addresses collaboration challenges as they arise.	Provides choice for students to collaborate as needed to accomplish learning goals. Uses collaborative learning intentionally to deepen and expand learning for all students. Invites students to reflect on successes and challenges in collaborating with peers.
Uses rituals and routines to create seamless transitions between learning activities	Uses routines.	Creates clear transitions. Works to keep transition time to a minimum. Minimizes time spent for transitions Honors time to connect with students, and for students to connect with one another.	Maximizes instructional time with consistent and efficient transitions. Uses a novel stimulus (auditory, visual or linguistic) cues to support transitions Enlist students to help lead established rituals and routines. Models and practices transitions; gives students feedback. Posts charts with student ideas, labeled with students' names.	Expects students to transition efficiently without reminders. Rituals and routines are co-constructed with students
Encourages student thinking		Welcomes students' ideas.	Builds on students' ideas across the day and unit. Acknowledges student thinking and understanding through paraphrasing and probing. Probes for the thinking behind ideas and answers; encourages	Follows students' lines of inquiry in a strategic manner. Encourages and challenges student thinking

PEBC Research-Based Practice: Implementing the Workshop Model of Instruction

Level of Proficiency

Subcomponents	(1) Novice	(2) Emergent All of 1, plus...	(3) Proficient All of 2, plus...	(4) Highly Effective All of 3, plus...
Structure	Teacher-directed daily routine.	Teacher-directed workshop.	Predictable rituals and routines guide workshop.	Students understand and independently follow cues to transition through each phase of workshop.
Conducts crafting/mini/focus lessons to model thinking	Provides directions.	Teaches a crafting-lesson. Thinks aloud about content.	Designs and conducts crafting lesson that overtly models how teacher uses thinking to understand content. Flexibly times crafting lesson to ensure students are prepared for and promptly released to work time. Provides blocks of work time for students to independently or collaboratively read, write, talk, and think.	Models using precise language that facilitates student independence with disciplinary literacy. Focuses on a specific purpose throughout crafting lesson.
Provides learners blocks of time to work		Invites students to share thinking and learning. Allows time for students' independent or collaborative work. Keeps students on task during work time. May use invitational groups to offer support during work time.	Provides clear expectations, sufficient modeling, and appropriate support to ensure that students use time well.	Provides long blocks of work time during which most students are self-sufficient. May use student independent work time to individualize instruction.
Uses "catch and release"	Calls for students' attention as necessary for redirection during work time.	Inserts timely and intentional crafting-lessons as needed during work time (catch and release).	Responds to patterns and trends in students' thinking.	Motivates all learners by noticing and naming the attributes of high quality thinking and work. Differentiates by posing evocative questions that drive

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		LEVEL OF PROFICIENCY		
				students' thinking deeper.
Interacts and confers with students	Circulates during work time.	Asks students questions about their progress. Listens in on individual or collaborative work.	Asks questions that promote deeper thinking and metacognition. Confers by actively listening, validating thinking, targeting instruction, and monitoring understanding.	Monitors long term growth through effective record-keeping used to guide instruction. Encourages students to track their own progress.
Provides opportunities for reflection	Reviews class activities after work time.	Reviews learning activities in light of objectives.	Asks students to reflect on what they learned and why it matters.	Invites students to consider what they are learning about themselves as learners Encourages students to teach others what they learned as readers or writers.

PEBC RESEARCH-BASED PRACTICES: CULTIVATING LEARNERS' INDEPENDENCE BY GRADUALLY RELEASING RESPONSIBILITY FOR LEARNING

SUBCOMPONENTS	(1) Novice	(2) Emergent All of 1, plus...	(3) Proficient All of 2, plus...	(4) Highly Effective All of 3, plus...
Presents rationale, learning target, objective, standards	Knows rationale for learning experience.	States rationale for learning experience.	Explains how learning experience will help students attain learning target.	Invites discussion about value or relevance of learning targeted by the experience.
Models processes	Describes task.	Tells students how to approach tasks.	Shows students how to approach tasks by thinking aloud and modeling.	Invites students to model their thinking for peers.
Facilitates guided practice	Offers opportunities for guided practice.	Provides multiple, varied opportunities for guided practice.	Uses whole group, collaborative groups, pairs, and independent guided practice to develop student understanding.	Uses various groupings flexibly and strategically to develop student understanding.
Creates opportunities for feedback	Provides feedback to individuals and to class as a whole.	Provides timely and relevant feedback to assist students in achieving learning objectives.	Expects students to provide feedback to teacher about what they know, understand and need.	Invites students to give feedback to peers about their contributions to the learning of others.
Promotes student reflection	Reflects with students.	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.	Incorporates reflection regularly and flexibly to support students in transferring their skills to new contexts.

SUBCOMPONENTS	(1) Novice	LEVEL OF PROFICIENCY		
		(2) Emergent All of 1, plus...	(3) Proficient All of 2, plus...	(4) Highly Effective All of 3, plus...
Establishes a culture of mutual respect	Is aware of teacher talk time versus student talk time. Invites discussion.	Balances teacher talk time with student talk in an intentional way. Facilitates learning-focused discussions. Welcomes all ideas. Expects mutual respect among students. Gives feedback on inappropriate tone or comments.	Teaches students to talk and listen to one another respectfully. Teaches students to elaborate and build each others' ideas. Ensures that all students are involved in discussions. Uses a variety of discussion formats on a routine basis. Reminds students as needed why and how they can maintain a respectful discussion.	Provides opportunities for students to take leadership roles in conducting respectful, purposeful, structured, learning-focused discussion. Focuses on listening while students discuss ideas. Offers prompt, compassionate feedback if the discussion tone requires redirection.
Encourages thinking, inquiry and problem-solving through discussion	Leads discussions.	Models clarifying questions. Is aware of the role of discourse in making meaning. Creates opportunities for small group or paired discussions to explore ideas and/or solve problems.	Teaches students to ask clarifying questions. Regularly probes student thinking. Encourages students to discuss their thinking with peers and to take risks while learning (thinking is encouraged vs. right or wrong answers) on a routine basis.	Teaches and reinforces discourse that is "accountable to 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 • using rational strategies to present arguments and draw conclusions

Subcomponents	(1) Novice	(2) Emergent All of 1, plus...	(3) Proficient All of 2, plus...	(4) Highly Effective All of 3, plus...
		Level of Proficiency		
Promotes student discussion that deepens content understanding	Focuses discussion about content.	Provides opportunities for students to engage in purposeful discussion about content.	Guides students to use discussion to build enduring understanding of big ideas of a discipline, going beyond acquisition of knowledge and skills.	Teaches and reinforces discourse that is "accountable to knowledge"* by modeling and expecting students to:
		Offers students opportunities to generate ideas and questions before opening discussion.	Utilizes protocols to guide group conversation and promote participation by all students.	• make use of specific knowledge
			Engages students in discourse with partners and/or small groups to construct meaning before engaging in whole class discussions.	• provide evidence for claims and arguments
Holds students accountable for learning through discussion.	Expects students to learn from discussion.	Documents what students say during discussions.	Invites students to reflect on the evolution of their own thinking through discussion.	Encourages students to spontaneously observe and share the ways in which their thinking has changed.
		Asks students to record reflections after discussion.		

*Resnick (1999)

Subcomponents	(1) Novice	(2) Emergent All of 1, plus...	(3) Proficient All of 2, plus...	(4) Highly Effective All of 3, plus...
		Level of Proficiency		
Provides feedback to students about their understanding	Provides general, non-specified praise.	Offers students descriptive, timely feedback.	Notices and names students' productive learning behaviors and how they lead to understanding.	Documents individual students' progress and uses that data to inform student goal setting.
Encourages student self-assessment	Provides students with daily learning targets.	Provides a rubric for major assignments. Invites students to self-assess.	Provides multiple structures for regular student self-assessment in light of learning targets.	Involves students in creating a rubric prior to instruction. Provides ongoing opportunities for purposeful student self-assessment.
Monitors learning using formal and informal data	Asks students whether they understand. Uses data for grading and checking for understanding..	Uses a variety of methods to check for understanding. Uses summative and formative data to check for understanding, assess student progress and adjust instruction.	Regularly gathers and reflects on informal assessment data. Uses data from conferring and informal and formal assessment to modify planning and instruction.	Triangulates a variety of formal and informal assessments to assess student understanding, guide planning and instruction.
Uses summative assessments	Administers culminating assessments.	Aligns culminating assessments with learning objectives and state standards. Considers assessment when teaching the unit.	Utilizes a range of summative assessment tasks, including performance assessments. Plans summative assessment before unit. Designs unit based upon end assessment.	Creates or chooses assessments or culminating activities prior to instruction that include specific, observable behaviors that are valid and reliable measures of learning. Designs summative assessment that allows students to demonstrate deep understanding and mastery of the standards.