

# Content Connections

# Elementary

This past year, BVSD elementary teachers came together and identified effective practices that align with Boulder Valley Educator Effectiveness Standards 1 and 3. The identified connections are not evaluation criteria, but rather were created to provide examples of effective classroom instruction. This is an ongoing collaborative partnership that will continue to provide targeted examples.



## Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach

What does “Effective” look like in the classroom?	
Element a – Alignment	
<b>Connect Learning Environment</b>	<ul style="list-style-type: none"> <li>● Makes connections, within and across subject areas</li> <li>● Lesson planning follows a clear, logical sequence and provides a framework for well differentiated instruction</li> <li>● Directly identifies standards in lesson planning</li> <li>● Creates a standards-based, year-long curriculum map that addresses and integrates all content areas</li> <li>● Clarifies and defines learning targets for whole class, small group and individual students</li> <li>● Creates a learning environment that elicits students’ prior knowledge and makes connections to new understandings</li> <li>● Engages and motivates students to go beyond the basic standard</li> <li>● Uses real-world situations or contexts from science, social studies and/or health within a thematic unit based on a big idea or concept</li> </ul>
<b>Respond to Student Misconceptions</b>	<ul style="list-style-type: none"> <li>● Provides opportunities for re-teaching, additional practice, and small group instruction to meet student needs</li> <li>● Uses formative assessment to inform instructional decisions</li> <li>● Provides varied opportunities for students to demonstrate mastery and knowledge</li> <li>● Uses multiple instructional strategies that appeal to different learning styles and multiple intelligences in order to respond to individual student needs</li> <li>● Implements systems for gathering formative data to monitor progress towards standards and varies level of support based on this data</li> </ul>
<b>Collaborate Vertically and Horizontally</b>	<ul style="list-style-type: none"> <li>● Develops a familiarity with K-5 scope and sequence through participation in school-wide vertical articulation opportunities</li> <li>● Knows the content of the grade level below and above current grade</li> <li>● Engages in vertical and horizontal articulation discussions about how science or social studies process skills build upon one another within and across grade levels.</li> <li>● Uses common language according to school practices and district curriculum</li> <li>● Uses and values collaboration and communication across grade levels to improve instruction</li> </ul>

	<ul style="list-style-type: none"> <li>● Maintains awareness of district-defined, high-leverage instructional strategies</li> <li>● Defines and clarifies common school practices that will be implemented with fidelity between and within grade levels</li> <li>● Utilizes school interventionists and specialists to extend and support learning in all areas</li> </ul>
<p><b>Prepare Student for Next Level</b></p>	<ul style="list-style-type: none"> <li>● Provides students with the opportunity to learn all concepts and skills of the current grade level</li> <li>● Implements appropriate scaffolds, extensions, and enrichment opportunities for all students</li> <li>● Adjusts scaffolding of instruction to ensure new learning occurs</li> <li>● Builds anticipation for new learning that will occur at the next level and awareness of how current learning will apply</li> </ul>
<p><b>Element b – Literacy</b></p>	
<p><b>Provide Literacy Instruction</b></p>	<ul style="list-style-type: none"> <li>● Provides impetus for students to think critically, reason, collaborate, innovate, create, and use inquiry daily. (MPS 2: Reason Abstractly and Quantitatively)</li> <li>● Uses best practice in instruction of reading skills, including making inferences, asking questions, and making connections between texts and across all content areas</li> <li>● Models evidence-based argument across all content areas (MPS 3: Construct Viable Arguments)</li> <li>● Uses BVSD Literacy Instructional Framework to plan for demonstrated, shared, collaborative, guided and independent learning opportunities</li> <li>● Explicitly develops routines and structures that allow all students to engage in whole group, small group, and independent practice</li> <li>● Uses the teaching and learning cycle to assess, evaluate and plan for instruction in the areas of phonological awareness, phonics, vocabulary, oral language, fluency, comprehension, and writing</li> <li>● Uses science, social studies and health themes as meaningful contexts to support literacy instruction.</li> </ul>
<p><b>Teach Students How to Apply Literacy Skills</b></p>	<ul style="list-style-type: none"> <li>● Allows students to demonstrate literacy skills through a variety of means, and across all content areas</li> <li>● Provides rubrics and exemplars of student work</li> <li>● Makes use of trade books to contextualize math concepts</li> <li>● Provides instructional support that enhances students' critical thinking and reasoning within literacy instruction and across content</li> <li>● Provides opportunities for students to apply content learnings to previous knowledge, real world situations, and/or other disciplines</li> <li>● Models application of literacy skills during content time (i.e morphology, vocabulary, phonics, comprehension, re-reading, fluency strategies...</li> <li>● Explicitly teaches how to utilize nonfiction/informational texts to build understanding in science, social studies and health.</li> </ul>

<b>Element c – Numeracy</b>	
<b>Connections to Math</b>	<ul style="list-style-type: none"> <li>● Provides many opportunities for students to see the relevance and real world application of math to other subject areas.</li> <li>● Selects math tasks that promote reasoning and problem solving to support students in engaging in productive struggle (MP 2)</li> </ul>
<b>Knowledge of Math Concepts</b>	<ul style="list-style-type: none"> <li>● Makes math lessons meaningful for all students regardless of prior understanding, language background, and special needs</li> <li>● Demonstrates an understanding of mathematical learning progressions and uses them in lesson planning, instruction, and differentiation</li> <li>● Employs discourse strategies (math talks/ math talk moves) to enhance learning of mathematical concepts (MP 3)</li> <li>● The Standards for Mathematical Practice are evident in instruction, student work and behaviors</li> <li>● Models and elicits multiple strategies and quality explanations in problem solving</li> <li>● Continually seeks to develop their own mathematical content knowledge and their understanding of how students learn math</li> <li>● Uses science and social studies as contexts in which to develop skills around data representation and other mathematical analysis tasks</li> </ul>
<b>Element d – Content</b>	
<b>Appropriately Sequenced Lessons</b>	<ul style="list-style-type: none"> <li>● Uses backward design to plan units</li> <li>● Anticipates the need for extensions and scaffolds as units and lessons are developed</li> <li>● Uses inquiry as a pathway to engage students in content</li> <li>● Varies lesson sequence to include language experiences and accountable talk structures as appropriate</li> <li>● Uses data to determine instructional sequence and next steps</li> </ul>
<b>Explanations and Representations</b>	<ul style="list-style-type: none"> <li>● Presents information in multiple modes of instruction (visual, oral, kinesthetic, via technology, etc.)</li> <li>● Uses non-linguistic representations to support student understanding</li> <li>● Engages students through various learning modalities</li> <li>● Gives students a variety of opportunities to express or explain their understanding and thinking about concepts in the content areas (science, social studies and health)</li> </ul>
<b>Inquiry Methods</b>	<ul style="list-style-type: none"> <li>● Provides regular open-ended questions regarding content and skills</li> <li>● Promotes student questioning and inquiry across all content areas</li> <li>● Actively engages students in the learning process through the use of collaborative learning structures and student centered strategies</li> <li>● Actively engages students in authentic literacy activities, in all content areas</li> <li>● Engages students in collaborative work to construct understandings</li> <li>● Considers essential questions and big ideas when planning</li> </ul>

	<ul style="list-style-type: none"> <li>Engages students with the full range of scientific practices in the context of inquiry (developing questions, forming hypotheses, designing investigations, developing and communication explanations, applying mathematical thinking, and using models)</li> </ul>
<b>Element e – Connectedness</b>	
<b>Build Connections</b>	<ul style="list-style-type: none"> <li>Integrates thematic units across content areas</li> <li>Embeds math and literacy skills within other content areas (science, social studies, health) to integrate curriculum</li> <li>Connects content areas with physical education, music, art, and technology</li> <li>Teaches literacy skills using high quality texts connected to content standards</li> <li>Uses science and social studies as an organizing theme within which to integrate other content areas.</li> <li>Creates a learning environment that elicits students’ prior knowledge and makes connections to new understandings</li> <li>Provides opportunities for students to transfer knowledge and make connections across content areas</li> </ul>
<b>Element f – Relevance</b>	
<b>Students Make Connections</b>	<ul style="list-style-type: none"> <li>Gathers information about students’ background experiences and learning styles</li> <li>Helps students to connect their learning with universal concepts</li> <li>Ensures that new learning targets are built upon and connected to previous learnings, as well as knowledge and understandings students bring to school</li> <li>Supports students in applying their learning to new and authentic contexts</li> <li>Provides opportunities for student choice when possible/appropriate</li> </ul>
<b>Addresses Learning Objectives</b>	<ul style="list-style-type: none"> <li>Scaffolds and extends objectives</li> <li>Structures the classroom to engage students at their ability levels</li> <li>Creates equitable learning environments to provide access to all students</li> <li>Selects resources and levels of support based on individual student need to make growth towards learning objective</li> <li>Uses the learning objectives to connect meaningfully to real world applications</li> </ul>

**Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students**

**What does “Effective” look like in the classroom?**

<b>Element a - Learning Environment</b>	
<b>Value Diverse Perspectives</b>	<ul style="list-style-type: none"> <li>Looks for student strengths to guide instructional decisions rather than looking for deficits</li> <li>Provides students with opportunities to use their own reasoning strategies and methods (MP 3)</li> <li>Gives students the opportunity to discuss and determine the validity and appropriateness of</li> </ul>

	<p>strategies and solutions</p> <ul style="list-style-type: none"> <li>● Welcomes different perspectives through respectful conversation</li> <li>● Creates an environment where students are comfortable expressing their ideas both collaboratively and independently</li> <li>● Uses materials that represent diverse perspectives</li> <li>● Actively references diverse perspectives when exploring science, social studies and health topics</li> </ul>
<b>Model Respect for Diversity</b>	<ul style="list-style-type: none"> <li>● Models and expects respect for all students</li> <li>● Creates an environment that encourages risk-taking by validating multiple styles of communication and participation (eg. listening, speaking, writing, etc.)</li> <li>● Models instruction with varying perspectives that respect the diversity of all cultures and communities.</li> <li>● Ensures that all students recognize that they are represented and valued within the classroom environment and the school</li> </ul>
<b>Conducive for Learning</b>	<ul style="list-style-type: none"> <li>● Creates an environment where student engagement is apparent</li> <li>● Ensures that students have access to tools that will support their thinking process (MP 5: Use Appropriate Tools Strategically)</li> <li>● Ensures that learning materials and resources are easily accessible in multiple formats</li> <li>● Provides clear structures that support learning - word walls, anchor charts, daily schedule</li> <li>● Uses predictable routines</li> <li>● Employs teaching that is responsive to individual needs</li> </ul>
<b>Element b - Community</b>	
<b>Sense of Community</b>	<ul style="list-style-type: none"> <li>● Ensures that students know that their ideas and perspectives are valued by other students and the teacher</li> <li>● Creates a community of learners that fosters risk taking and creativity</li> <li>● Facilitates collaborative development of rituals &amp; routines to establish a sense of community - pair/share, partner talks</li> <li>● Models and facilitates students working in groups and partnerships</li> <li>● Supports shared decision-making</li> </ul>
<b>Effective Student Interactions</b>	<ul style="list-style-type: none"> <li>● Students carry math conversations themselves, initiating student to student talk while asking questions and listening to responses (MP 3)</li> <li>● Students listen and respond to each other</li> <li>● Uses questioning as a tool for understanding, sharing and justification of ideas</li> <li>● Provides positive &amp; constructive feedback</li> </ul>
<b>Respect for Differences</b>	<ul style="list-style-type: none"> <li>● Facilitates an environment in which students seek to understand the diverse perspectives of other students</li> <li>● Promotes students' learning from one another</li> <li>● Fosters environment in which students help one another</li> </ul>

<b>Positive Social Relationships</b>	<ul style="list-style-type: none"> <li>● Facilitates an environment in which students work collaboratively as they learn</li> <li>● Facilitates an environment in which students are respectful of other students' ideas and learning</li> <li>● Provides instruction for students on social/emotional skills and strategies, problem solving and positive connections with peers</li> </ul>
<b>Element c – Student's Strengths</b>	
<b>Ask Challenging Questions</b>	<ul style="list-style-type: none"> <li>● Asks questions that probe thinking and require explanation and justification (MP 3)</li> <li>● Uses a variety of questioning strategies appropriately to engage students, assess formatively, and support student thinking</li> <li>● Teaches, prompts and reinforces for inferential and analytical questioning</li> </ul>
<b>Scaffold Questions</b>	<ul style="list-style-type: none"> <li>● Questions intentionally to make thinking more visible and accessible for examination and discussion</li> <li>● Supports and scaffolds discussions and questions to ensure that all students are able to participate and respond to concepts and Instruction</li> </ul>
<b>Wait Time</b>	<ul style="list-style-type: none"> <li>● Provides sufficient wait time so that more students can formulate and provide responses</li> <li>● Uses wait time for multiple purposes</li> <li>● Students give each other thinking time</li> </ul>
<b>Flexible Grouping</b>	<ul style="list-style-type: none"> <li>● Uses a variety of grouping strategies to ensure efficient use of instructional time, access to content, and to support development of content and communication skills</li> <li>● Creates flexible, needs-based groups</li> <li>● Fosters environment in which students help one another</li> </ul>
<b>Total Student Participation</b>	<ul style="list-style-type: none"> <li>● Uses diverse instructional strategies to ensure that all students are engaged in the learning</li> <li>● Creates structures and management routines that promote student participation and learning</li> <li>● Fosters environment in which students accept responsibility for choices and use of time</li> </ul>
<b>Element d – Differentiation</b>	
<b>Solicit Input from Colleagues/ Specialists to Understand Student Needs</b>	<ul style="list-style-type: none"> <li>● Works collaboratively and shares data and other information with other educators to gain perspectives on the students they serve</li> </ul>
<b>Differentiated Strategies</b>	<ul style="list-style-type: none"> <li>● Uses formative assessment to teach responsively</li> <li>● Incorporates multiple pathways to access learning (manipulatives, visual models, etc) to provide access to grade level content (MP 5)</li> </ul>

<b>Adapt Instructional Strategies</b>	<ul style="list-style-type: none"> <li>● Uses a wide variety of instructional strategies</li> <li>● Scaffolds lessons</li> </ul>
<b>Challenge and Support Students</b>	<ul style="list-style-type: none"> <li>● Maintains appropriately challenging expectations for all students</li> <li>● Works collaboratively and seeks the opinions of others to establish common perspectives on progress toward achievement of standards</li> <li>● Extends lessons and learning opportunities within lessons</li> <li>● Uses inquiry based learning opportunities</li> </ul>
<b>Element e – Home/School Connection</b>	
<b>Partner with Families</b>	<ul style="list-style-type: none"> <li>● Teachers facilitate parent access to support materials in accessing online support resources</li> <li>● Uses multiple forms of communication to parents -- notes, conferences, phone calls, emails</li> <li>● Ensures that parents receive appropriate home tasks to support their students in achieving the student goals</li> <li>● Ensures that progress monitoring will be in place to support students and parents</li> </ul>
<b>Coordinate Information</b>	<ul style="list-style-type: none"> <li>● Models professionalism in their communication with colleagues and respects the privacy of students as necessary</li> <li>● Dialogues with colleagues about student growth prior to parent contact</li> <li>● Documents parent/guardian communication</li> <li>● Shares communications with colleagues</li> </ul>
<b>Seek Services and Resources</b>	<ul style="list-style-type: none"> <li>● Reaches out to their colleagues as appropriate to seek their expertise</li> <li>● Invites parents to attend parent conferences to discuss the student’s progress and provide input</li> </ul>
<b>Frequent Family Communication</b>	<ul style="list-style-type: none"> <li>● Develops partnerships with parents through a variety of means of communication (in person, email, phone, etc.)</li> <li>● Conscientiously communicates positive information to parents (not just negative.)</li> <li>● Uses multiple forms of communication to parents -- notes, conferences, phone calls, emails</li> </ul>
<b>Element f – Management for Learning</b>	
<b>Expectations Understood by Students</b>	<ul style="list-style-type: none"> <li>● Explicitly communicates expectations</li> <li>● Students help create class norms/expectations</li> </ul>
<b>Safe and Orderly Environment</b>	<ul style="list-style-type: none"> <li>● Maintains a classroom environment based on mutual respect, constructive communication, organized space, appropriate behaviors, structured and predictable routines</li> <li>● Teaches and models how to engage in hands-on science and/or outdoor activities safely</li> </ul>

<b>Appropriate Response to Misbehavior</b>	<ul style="list-style-type: none"> <li>● Responds appropriately to misbehavior</li> <li>● Uses consequences that are appropriate</li> <li>● Proactively recognizes positive behavior</li> <li>● Uses behavior contracts, behavior plan, behavior modifications</li> </ul>
<b>Maximum Use of Instructional Time</b>	<ul style="list-style-type: none"> <li>● Uses routines for seamless transitions</li> <li>● Creates an environment in which students anticipate transitions and engage without being prompted</li> <li>● Students demonstrate behavior expectations</li> </ul>

**Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students**

<b>What does “Effective” look like in the classroom?</b>	
<i>Element a - Child/Adolescent Development</i>	
<b>Adapt Lessons to Strengths and Weaknesses</b>	<ul style="list-style-type: none"> <li>● Provides differentiated materials, scaffolds, and extensions for students of all abilities and cultural and diverse backgrounds</li> <li>● Uses flexible grouping to help student learning</li> <li>● Provides opportunities for student experts to guide and advise other students</li> <li>● Makes instructional choices using information from multiple systems of support (e.g., counselors, parents, specialists etc.)</li> <li>● Front-loads vocabulary and language structures</li> <li>● Addresses misconceptions in science, social studies and health.</li> </ul>
<b>Implement Modifications and Accommodations</b>	<ul style="list-style-type: none"> <li>● Implements accommodations and modifications based social, emotional, physical, linguistic, and academic needs</li> <li>● Designs and implements intentional groupings of students</li> <li>● Utilizes individualized education and 504 plans when preparing for instruction</li> <li>● Incorporates a variety of accommodations and teaching strategies including reteaching, pre-teaching, visuals, graphic organizers, extra time, etc. as needed to support students’ access to content</li> </ul>
<b>Knowledge of Current Developmental Science</b>	<ul style="list-style-type: none"> <li>● Utilizes collaborative groupings to support student learning needs</li> <li>● Monitors progress using formative and summative assessments to determine pacing, need for reteaching, or mastery of standard</li> <li>● Maintains engagement of students</li> <li>● Empowers students to take responsibility for their own learning</li> <li>● Meets students at their ability level based on formative assessments</li> <li>● Works to teach to each student’s Zone of Proximal Development</li> <li>● Makes decisions that can be supported by current research</li> </ul>



<b>Collaboration with Colleagues</b>	<ul style="list-style-type: none"> <li>● Attends all student meetings (e.g., IEP, ILP, READ Act etc.)</li> <li>● Uses common planning time and Professional Learning Community to: <ul style="list-style-type: none"> <li>○ Analyze data</li> <li>○ Discuss social, emotional, and academic needs of students</li> <li>○ Align instruction with upper and lower grade levels</li> <li>○ Share instructional strategies</li> <li>○ Brainstorm ideas for behavior and classroom management</li> </ul> </li> </ul>
<b>Element b – Assessments</b>	
<b>Adjustment Based on Assessment</b>	<ul style="list-style-type: none"> <li>● Uses a variety of assessments to: <ul style="list-style-type: none"> <li>○ Provide appropriate scaffolds for content and language needs</li> <li>○ Gain insight into necessary extensions</li> <li>○ Adjust instructional pacing and direction</li> </ul> </li> <li>● Celebrates student gains with the students and sets goals for student growth</li> <li>● Evaluates student work in order to create individualized instruction</li> </ul>
<b>Encouraging Academic Risk</b>	<ul style="list-style-type: none"> <li>● Creates a safe learning community in order to: <ul style="list-style-type: none"> <li>○ Empower students to ask for help</li> <li>○ Encourage students to challenge themselves</li> <li>○ Allow students to learn from their mistakes</li> <li>○ Encourage students to reflect</li> </ul> </li> <li>● Emphasizes that the process of science involves supporting and disproving hypotheses and the revision of understandings.</li> </ul>
<b>Student Success</b>	<ul style="list-style-type: none"> <li>● Challenges students to grow</li> <li>● Uses informal and formal assessments to evaluate student success</li> <li>● Continually aids students in monitoring individualized goals</li> <li>● Clearly communicates learning targets and objectives to students</li> <li>● Encourages positive self-talk for self-motivation and perseverance</li> <li>● Matches lesson plans to assessment data</li> <li>● Recognize student strengths by giving specific, meaningful and positive feedback to foster feelings of success in learning</li> </ul>
<b>Element c – Effective Practices</b>	
<b>Clear Lesson Objectives</b>	<ul style="list-style-type: none"> <li>● Plans lessons with clear and appropriate content and language objectives</li> <li>● Provides clear lesson objectives to students in multiple ways to ensure understanding</li> <li>● Uses student friendly language</li> <li>● Demonstrates how prior objectives connect to the current objective</li> </ul>
<b>Create Authentic Discussion</b>	<ul style="list-style-type: none"> <li>● Uses questioning strategies to promote higher-level thinking</li> <li>● Creates a learning environment that supports meaningful and varied student interactions</li> <li>● Provides language scaffolds that support students’ academic discourse.</li> </ul>

<b>Student Reflection on Learning</b>	<ul style="list-style-type: none"> <li>● Provides opportunities for students to reflect on their own learning and academic progress</li> <li>● Meets with students to set goals and to self-evaluate</li> </ul>
<b>Varied Instructional Strategies</b>	<ul style="list-style-type: none"> <li>● Addresses multiple intelligences</li> <li>● Uses ongoing formative assessment to drive instructional differentiation strategies</li> <li>● Provides students with opportunities for choice in what and how they learn</li> <li>● Purposefully utilizes the following approaches to instruction: <ul style="list-style-type: none"> <li>○ Demonstration/interactive</li> <li>○ Guided learning</li> <li>○ Shared learning</li> <li>○ One-on-one conferring</li> <li>○ Independent practice</li> <li>○ Hands-on</li> <li>○ Experiential</li> <li>○ Inquiry-based</li> <li>○ Collaborative</li> </ul> </li> </ul>
<b>Element d – Technology</b>	
<b>Research Effective Technology Approaches</b>	<ul style="list-style-type: none"> <li>● Collaborates with peers to share new technologies, approaches, and activities</li> <li>● Participates in professional development in order to stay current on latest practices and programs</li> <li>● Plans and utilizes technology in a meaningful way</li> <li>● Seeks out ways to integrate technology with instruction</li> <li>● Models and teaches digital citizenship/responsibility</li> </ul>
<b>Develop Student Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>● Provides instruction to strengthen typing skills and computer literacy</li> <li>● Provides opportunities to conduct and share research for authentic audiences</li> <li>● Teaches students to safely and efficiently navigate the Internet</li> <li>● Provides opportunities to develop literacy skills through media</li> <li>● Creates opportunities for students to use applications and/or websites in order to collaborate (i.e. Wixie, Google Docs, Blogger)</li> <li>● Supports use of technology by students to create novel solutions to real-world problems</li> <li>● Provides opportunities for students to be creators of technology, as appropriate</li> </ul>
<b>Engaging, Motivating Experiences</b>	<ul style="list-style-type: none"> <li>● Provides opportunities to collaborate and connect with peers</li> <li>● Provides students the opportunity to create technology-enhanced projects</li> <li>● Models and facilitates students' use of appropriate applications and/or websites</li> <li>● Uses appropriate applications to publish work</li> </ul>
<b>Digital Resources</b>	<ul style="list-style-type: none"> <li>● Empowers students to use various digital resources to support content instruction</li> <li>● Models and provides time to use appropriate applications to support listening, speaking, reading and writing</li> </ul>

<u>Element e – Critical Thinking</u>	
<b>Challenges All Students</b>	<ul style="list-style-type: none"> <li>● Holds high expectations for mastery of content and language objectives for all students</li> <li>● Uses varied levels of support</li> <li>● Encourages students to participate in creating personal learning goals</li> </ul>
<b>Higher-Order Thinking and Problem-Solving</b>	<ul style="list-style-type: none"> <li>● Systematically and explicitly fosters opportunities for higher-order thinking and problem-solving skills</li> <li>● Uses BVSD's Teaching and Learning Cycle</li> <li>● Implements the use of text dependent questions to set the purpose for reading</li> <li>● Uses essential questions to create a overarching purpose for a series of lessons</li> <li>● Uses Bloom's Taxonomy and/or the Depth of Knowledge chart in order to design higher-order questions</li> <li>● Provides opportunities for students to engage in solving authentic, open-ended, and complex problems in multiple content areas</li> </ul>
<u>Element f – Student Collaboration</u>	
<b>Grouping Matches Task and Needs</b>	<ul style="list-style-type: none"> <li>● Uses purposeful flexible groupings based on learning objective and student need</li> </ul>
<b>Varied Groups</b>	<ul style="list-style-type: none"> <li>● Uses purposeful flexible grouping to address social, physical, linguistic, emotional, and academic needs</li> </ul>
<b>Students' Collaborative Efforts</b>	<ul style="list-style-type: none"> <li>● Provides a safe environment for risk taking</li> <li>● Promotes effective, respectful collaboration among students</li> <li>● Uses collaborative structures for conversations and task completion</li> </ul>
<u>Element g – Communication Skills</u>	
<b>Model and Teach Effective Communication</b>	<ul style="list-style-type: none"> <li>● Models the use of precise, accurate language during instruction</li> <li>● Provides communication supports such as visual models, word walls, etc.</li> <li>● Varies their speed, volume, and word choice to communicate effectively with students of diverse language needs</li> <li>● Models thinking in developmentally appropriate ways</li> </ul>
<b>Practice Communication Skills</b>	<ul style="list-style-type: none"> <li>● Provides students the opportunity to communicate using a variety of language structures</li> <li>● Uses a variety of discussion protocols to support all students in actively engaging in productive and receptive communication</li> <li>● Supports students in constructing viable arguments and critiquing the reasoning of others</li> <li>● Plans for both written and oral communication opportunities</li> <li>● Uses various conversational structures to allow for effective interactions for students to communicate new learning</li> </ul>

Element h – *Feedback*

<b>Frequent Feedback</b>	<ul style="list-style-type: none"><li>● Provides feedback in a timely manner</li><li>● Provides students with goal-oriented verbal and written feedback</li><li>● Guides students in using self and peer assessment</li><li>● Provides both positive and constructive feedback</li><li>● Strategically selects what and how much feedback to share with a student</li></ul>
<b>Students Using Feedback</b>	<ul style="list-style-type: none"><li>● Provides time for students to read, consider, and ask clarifying questions about the feedback they receive</li><li>● Encourages students to revisit and revise their work to apply the feedback</li></ul>
<b>Informal Assessment Methods</b>	<ul style="list-style-type: none"><li>● Constantly monitors student understanding and provides immediate feedback during instruction to guide student learning</li><li>● Uses an organized system for ongoing record keeping and note taking</li><li>● Uses evidence of evaluation of daily work (writing notebooks, reading response journals)</li><li>● Creates lesson plans that match assessment data that has been collected and analyzed</li></ul>