

Content Connections

Secondary ELA



This past year, BVSD language arts 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? | |
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| Element a – Alignment | |
| Connect Learning Environment | <ul style="list-style-type: none"> ● Assist students in setting learning goals based on Colorado Academic Standards ● Design units that use essential questions, draw evidence outcomes from across the Reading Writing and Communicating standards, incorporate multiple genres, and make cross-curricular connections ● Clearly communicate and post standards based objectives with students on a daily basis ● Make pointed connections to current learning and to future applications, or ask students to do this ● Have students self-check for "why" by asking students to think metacognitively about why they are performing a skill or learning what they are learning. ● Include warm-up activities in daily lessons ● Connect to background knowledge and/or current events ● Intentionally connect all learning in the classroom to the standards ● Have all students writing, reading, speaking, listening, and thinking during the course of a lesson |
| Respond to Student Misconceptions | <ul style="list-style-type: none"> ● Use pre, formative, and summative assessments to identify misconceptions and then use the collected data to design and deliver targeted instruction ● Address misconceptions by using direct examples that expose and correct the misconceptions ● Allow test corrections and provide rewrite opportunities ● Plan for and set designated times/places for re-teaching ● Use KWHL activities to create a base of student knowledge ● Use misconceptions as a basis for critical thinking activities that help to reexamine understandings ● Provide timely, meaningful, and actionable feedback on assignments ● Are available for one on one or small group instruction during tutor time or during off period hours ● Address students' questions with awareness and sensitivity ● Emphasize that "failure" or approximation is an essential part of the learning process |

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| <p>Collaborate Vertically and Horizontally</p> | <ul style="list-style-type: none"> ● Participate in content and grade level team meetings that are focused on aligning instruction to content standards ● Refer to documents, colleagues, online resources, and other sources when developing instruction for vertical and horizontal alignment ● Use common language in accordance with school practices and district curriculum ● Show awareness of 6-12 content standards, and are well versed in standards for grades above and below the assigned grade level ● Make connections with texts, topics, and concepts being taught across the other disciplines ● Participate in a professional learning community ● Have clear in and out expectations for each grade level within the department ● Build off of what students have previously learned without being redundant ● Have clear in and out expectations for grade level within the department ● Build off of what was previously learned in a manner that is not redundant |
| <p>Prepare Student for Next Level</p> | <ul style="list-style-type: none"> ● Participate in department meetings that are focused on vertical alignment and scaffold instruction in order to achieve grade-level appropriate growth for all students ● Make appropriate recommendations for course placement based on a body of evidence ● Create a map of the year that takes students from the previous year’s class to next year’s ● Talk about how current work and learning supports expectations at the next level ● Teacher has knowledge of skills and content necessary for the next level |
| <p>Element b – Literacy</p> | |
| <p>Provide Literacy Instruction</p> | <ul style="list-style-type: none"> ● Consistently engage students in critical thinking, inquiry, creativity, collaboration, presentation, and innovation through the modes of reading, writing, speaking, and listening ● Incorporate differentiated and varied levels of reading, writing, speaking, and listening experiences, assessments and instruction so that students of all levels achieve growth ● Provide access to a wide and rich array of texts: print and nonprint, fiction and nonfiction, short and long ● Teach reading, writing, and speaking as thinking—linking all of these modalities as often as possible ● Model reading, writing, speaking, and listening practices ● Name and teach reading, writing, speaking, and listening strategies directly ● Support students before, during, and after reading, writing, speaking, and listening opportunities |
| <p>Teach Students How to Apply Literacy Skills</p> | <ul style="list-style-type: none"> ● Model think-alouds for reading ● Ask students to apply content-specific vocabulary to texts in their discussions, presentations, and writing; vocabulary such as literary terms (e.g. motif, characterization, rhyme scheme, theme, plot development), terminology of writing craft (e.g. complex sentences, voice, claim-data-warrant, mentor text, "thoughtshot vs. snapshot," evidence), or reading comprehension strategies (e.g. visualize, use context clues, make connections) ● Ask students to use evidence from texts to support ideas about the text orally and in writing |

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| | <ul style="list-style-type: none"> ● Use mentor (expert, teacher, and student) texts with students to help shape and inform their work products ● Have students represent their learning through multiple models: visual, written, spoken, etc. |
| Element c – Numeracy | |
| Connections to Math | <ul style="list-style-type: none"> ● Make mathematical connections to patterns in language: rhythm or rhyme scheme in poetry, use of repetition or underlying organizational structure in prose, the manipulation of time in literature or nonfiction, sentence structure in grammar ● Make connections to mathematical content that is part of the text or context, such as interpreting surveys, data, or graphs |
| Knowledge of Math Concepts | <ul style="list-style-type: none"> ● Guide students in the use of mathematical practice standards such as problem-solving, logical reasoning, interpretation of statistics and data; quantitative data to build arguments; and mathematical concepts and logical reasoning to understand and analyze grammar, poetry, text structures, and arguments |
| Element d – Content | |
| Appropriately Sequenced Lessons | <ul style="list-style-type: none"> ● Develop lessons through backwards planning ● Inform students of what the summative assessment will be at the start of the unit ● Deliver lessons within each unit that are designed to build skills and knowledge towards transfer goals ● Verbally bridge previous lessons with the present day, activating students' background knowledge ● Include note taking, teacher modeling, student modeling, student independent practice, partner work, small groups, and whole class discussion ● Explain to students what they need to do for the next class and why it's important |
| Explanations and Representations | <ul style="list-style-type: none"> ● Use multiple modes when delivering new content in order to address different learning styles ● Ask students to respond to comprehension check questions in pairs, small group, and whole class situations—verbally and in writing ● Conclude class with a check for understanding ● Use visuals to support oral and written information ● Ask students to demonstrate their understanding through multiple means of representation ● Scaffold instruction: multiple points of access for students to be successful, visual anchoring of verbal delivery, multiple modes of instruction ● Bursts of focused instruction instead of extensive teacher lectures |
| Inquiry Methods | <ul style="list-style-type: none"> ● Provide opportunities for students to investigate essential topics or questions ● Use leveled questions to promote higher-level inquiry ● Make use of the Socratic method ● Engage students in close reading activities that approach a text from numerous angles ● Allow opportunities for students to pursue their own questions ● Have students teach and re-teach each other |

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| | <ul style="list-style-type: none"> ● Provide students with choices in order to encourage exploration and engagement |
| Element e – Connectedness | |
| Build Connections | <ul style="list-style-type: none"> ● Use interdisciplinary texts to enhance anchor texts ● Teach students how to apply literacy skills to other content areas ● Teach analytical techniques as they might be applied across content domains ● Provide real-world connections and applications ● Employ Writing prompts to preview learning, e.g., KWL and KWHL |
| Element f – Relevance | |
| Students Make Connections | <ul style="list-style-type: none"> ● Elicit students' pre-existing ideas and experiences regarding the content under study ● Encourage connections between universal themes in literature and students' personal experiences ● Find authentic audiences and purposes for student work products ● Link the application of learning to student generated goals ● Use pre-writing and pre-reading activities to tap into relevant prior knowledge ● Ask questions that drive students to make their own connections |
| Addresses Learning Objectives | <ul style="list-style-type: none"> ● Explicitly address how learning objectives connect and build throughout the unit ● Use flexible groupings based on interests and/or background knowledge ● Include different perspectives and voices, especially from marginalized groups ● Ask students to articulate what it is they know and are able to do |

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

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| What does “Effective” look like in the classroom? | |
| Element a - Learning Environment | |
| Value Diverse Perspectives | <ul style="list-style-type: none"> ● Use texts and resources that reveal global connections and differences in perspective, experience, and expression ● Provide texts (voices) that represent and articulate different perspectives: culture, ethnicity, gender, identity, etc. ● Create activities the require students to present from both/multiple sides of an argument ● Have students research and defend an argument/perspective that is different from their own ● Help students evaluate and articulate bias and/or differences in perspective ● Ensure that all student voices are valued and honored—that diverse thinking is respected |
| Model Respect for Diversity | <ul style="list-style-type: none"> ● Highlight contributions made by people from diverse backgrounds ● Provide opportunities for students to appreciate/experience/communicate/share unique aspects of many cultures, including the students' diverse cultures |

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| | <ul style="list-style-type: none"> ● Validate different opinions and perspective during discussions and classroom activities ● Choose and highlight the value of texts that are authored by under-represented groups ● Include diverse perspectives and communities within curriculum ● Give opportunities to research people from diverse backgrounds ● Do not apply labels to students |
| Conducive for Learning | <ul style="list-style-type: none"> ● Arrange their rooms flexibly in order to support collaborative work and to adjust to varying needs and purposes ● Place student-made artwork, products, and displays of understanding around the room ● Provide varied resources (books, magazines, artifacts, technology, etc.) ● Invite and validate differing opinions ● Have a clear learning objective and/or agenda ● Create physical accessibility for students ● Maintain a clean classroom ● Provide students with easy access to available technology and materials ● Create and maintain a respectful, caring, and encouraging rapport with students ● Ensure that all voices have an opportunity to express themselves and be heard ● Greet or check in with students as they arrive and thank students/wish them well as they leave |
| Element b - Community | |
| Sense of Community | <ul style="list-style-type: none"> ● Build a sense of community by collaboratively establishing shared norms and expectations ● Create opportunities to share writing and ideas with peers, and models the peer review process ● Provide opportunities for daily discussions with diverse groups/partners ● Establish a climate in which students are responsive, active, purposeful, and autonomous ● Include numerous opportunities for student interaction ● Establish a class in which students take responsibility for the learning and understanding of all group members ● Establish a climate that allows for the safe expression of vulnerability |
| Effective Student Interactions | <ul style="list-style-type: none"> ● Provide and scaffold opportunities for students to collaborate, including explicit discussion about what good collaboration looks like ● Provide models of purposeful, meaningful, and respectful conversations ● Set the expectation that students acknowledge and question each other's ideas |
| Respect for Differences | <ul style="list-style-type: none"> ● Give and allow for alternative assignments which respect cultural values ● Provide assignments that highlight students' individual interests and strengths |
| Positive Social Relationships | <ul style="list-style-type: none"> ● Model and define the characteristics of effective group work ● Encourage students to address each other by name ● Provide multiple opportunities for students to complete tasks in groups ● Model polite discourse and how to listen effectively |

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| | <ul style="list-style-type: none"> ● Provide opportunities for students to get to know each other as unique individuals with unique interests, perspectives, challenges, and goals ● Leverage the social nature of learning by establishing positive and mutually respectful relationships as a cornerstone of learning in the classroom |
| Element c – Student’s Strengths | |
| Ask Challenging Questions | <ul style="list-style-type: none"> ● Ask questions which require critical thinking: analysis, and synthesis— including those with multiple perspectives and/or answers ● Follow student contributions with questions that further the thinking ● Often use targeted questions in response to student questions in order to direct student thinking ● Ask questions that require students to support answers with evidence from the text or personal experiences |
| Scaffold Questions | <ul style="list-style-type: none"> ● Ask level one, two, and three questions: gathering, processing, applying ● Create and ask questions that strategically build and deepen student understanding ● Provide tips and examples for breaking down a complex question into smaller parts ● In Socratic seminars, use prethinking activities and accessible opening questions to guide initial understandings and to encourage student inquiry ● Sequence text based questions in four phases/levels: literal, structural, inferential, and actionable, i.e., What does the text say? How does the text work? What does the text mean? What does the text inspire you to do? |
| Wait Time | <ul style="list-style-type: none"> ● Provide opportunities for students to process information and formulate ideas through writing ● Allow time for silence between asking a question and receiving the answer ● Provide think, pair, share opportunities for students to consider and give responses ● Do not allow “I don’t know” to be a student’s final answer |
| Flexible Grouping | <ul style="list-style-type: none"> ● Use a variety of groupings during a lesson or unit, including student choice and teacher-directed groupings ● Mix groups strategically (heterogeneously, homogeneously, interest, need, etc.) |
| Total Student Participation | <ul style="list-style-type: none"> ● Use strategies that require all students to engage with and share answers to each question, i.e. think/pair/share ● Ensure that all students are being asked for contributions and not just those who are inclined to raise their hand ● Provide various avenues for student participation ● Involve and encourage reluctant students by often providing opportunities for students to address questions in pairs or small groups before sharing out with the whole class |
| Element d – Differentiation | |
| Solicit Input | <ul style="list-style-type: none"> ● Provide opportunities for students to work with specialists according to their needs |

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| | <ul style="list-style-type: none"> ● Meet with interventionists, other teachers, and administrators to learn about student needs and history ● Work with families ● Engage in individual conversations with students ● Make grades a shared dialogue between the teacher, student, and in some cases, the parent—a communication about skill development |
| Differentiated Strategies | <ul style="list-style-type: none"> ● Provide blended learning opportunities that incorporate digital tools to extend learning beyond the classroom and school day ● Offer multiple strategies for students to organize their thinking: graphic organizers, outlines, etc. ● Build student choice into assessments and provide a variety of means to demonstrate understanding ● Utilize workshop and choice books ● Implement flexible due dates ● Assign adaptable projects ● Make use of collaborative learning, investigations, and projects ● Offer tiered assignments ● Give targeted feedback/follow-up instruction and then allow for retakes or rewrites when appropriate ● Deliver whole class instruction that has multiple access points |
| Adapt Instructional Strategies | <ul style="list-style-type: none"> ● Scaffold and differentiate lessons depending on student needs ● Provide lesson extensions as needed that include greater depth and complexity ● Provide multiple paths for students to show their learning ● Use different strategies to engage students who have different learning styles ● Use tech tools to accommodate individual needs, such as dictation, Comic Life, graphic organizer generators, videos, audio books to supplement text versions ● Use small groups and individual conferences to tailor instruction to meet student needs |
| Challenge and Support Students | <ul style="list-style-type: none"> ● Guide all students toward appropriately challenging work based on their unique learning needs ● Adapt assignments to challenge students and meet individual needs ● Challenge students' thinking and opinions by asking for and referring to evidence ● Create an environment where it often takes multiple attempts to get it right, emphasizing and honoring the iterative process of learning ● Give specific and actionable feedback ● Offer choice in projects, writing, and reading ● Use target based rubrics ● Encourage and allow for revision and rewrites ● Provide opportunities for peer to peer support /and teaching opportunities |

| Element e – Home/School Connection | |
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| Partner with Families | <ul style="list-style-type: none"> ● Provide resources for parents to support their students and communicate these resources through multiple channels, e.g., back-to-school night, parent newsletter, email to parents, printed materials sent home, parent section of website for your course. ● Communicate student positives and areas of concerns with families using calls or emails ● Strategize ways to support students ● Offer opportunities to meet with parents ● Create assignments where students interact with family ● Involve parents in educational goal building ● Invite families to contribute knowledge and experiences that connect to the curriculum and to participate in class events |
| Coordinate Information | <ul style="list-style-type: none"> ● As necessary, help parents connect with appropriate service providers at the school ● Communicate information from students and parents to counselors, other teachers, and administrators, as appropriate |
| Seek Services and Resources | <ul style="list-style-type: none"> ● Research resources and services that might help address the needs of specific students ● Partner with specialists and interventionists to identify student needs and provide resources that appeal to and support students |
| Frequent Family Communication | <ul style="list-style-type: none"> ● Use input from families about preferred methods of communication to ensure that important information is received ● Communicate information about upcoming novels and themes that may be controversial or concerning to parents ● Document regular conversations with families ● Keep I.C. updated and when possible, post assignments that have future due dates |
| Element f – Management for Learning | |
| Expectations Understood by Students | <ul style="list-style-type: none"> ● Set clear expectations for behavior and participation in different classroom activities ● Have students remind each other of the norms and expectations ● Stop and respectfully address behaviors that are harming the learning environment |
| Safe and Orderly Environment | <ul style="list-style-type: none"> ● Model appropriate emotional responses in discussions and group activities and allow/validate student emotions as they come up ● Directly address the emotional impact of literature and how it relates to empathy ● Maintain order through engagement and a firmly established sense of community ● Have clearly established routines and expectations that are evident through student actions |

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| Appropriate Response to Misbehavior | <ul style="list-style-type: none"> Do not respond to misbehavior in a manner that humiliates or denigrates students Address negative behavior in a private setting when appropriate Use redirection and positive reinforcement to encourage appropriate behavior Move through the physical space and use eye contact/gestures to subtly redirect students |
| Maximum Use of Instructional Time | <ul style="list-style-type: none"> Minimize time spent on procedural tasks and transitions such as turning in homework, taking attendance, shifting tasks, concluding class—aim for "bell-to-bell" instruction Structure each lesson so that it is well-paced and purposeful throughout the class period Use strategies that engage all students in the activities and make it nearly impossible to be disengaged. |

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

| What does “Effective” look like in the classroom? | |
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| <i>Element a - Child/Adolescent Development</i> | |
| Adapt Lessons to Strengths and Weaknesses | <ul style="list-style-type: none"> Offer a variety of texts to match students’ reading abilities and interest levels Give choice in both writing form and topic Give tailored feedback for the purpose of guiding multiple revisions Set clear criteria for success in advance of assignment Provide multiple settings and audiences for students to exercise their abilities to speak and listen Make frequent use of checks for understanding, student generated questions, and student reflections to design/shape instruction |
| Implement Modifications and Accommodations | <ul style="list-style-type: none"> Utilize Universal Design for Learning to provide content to all students Implement all accommodations and modifications as required by 504s and IEPs Extend assignments as needed for advanced learning |
| Knowledge of Current Developmental Science | <ul style="list-style-type: none"> Read current research and/or attend regular professional development that adds to their knowledge of student learning Use knowledge of developmental maturity when considering controversial topics Use a working understanding of educational psychology and biochemistry to inform instructional decisions |
| Collaboration with Colleagues | <ul style="list-style-type: none"> Attend RTI and kid-talk meetings to discuss best practices Work with specialists to ensure that student needs are met Use PLC time to align content and share strategies |

| Element b – Assessments | |
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| Adjustment Based on Assessment | <ul style="list-style-type: none"> ● Use evidence gathered from multiple forms of assessment and feedback to modify instruction ● Re-teach based on formal and informal assessments ● Track growth through pre and post assessments |
| Encouraging Academic Risk | <ul style="list-style-type: none"> ● Allow students to retake and rewrite assignments in order to encourage academic challenge ● Allow for student self-assessment and reflection to play a role in determining grade ● Push students to debate and fully consider alternative points of view ● Pose questions that do not have a right or wrong answer ● Tie programs like AVID to AP—encouraging capable but underrepresented groups to take on the challenge of advanced coursework ● Post questions that generate controversy/debate in order to enhance discussions ● Support and clarify the value in mistakes ● Be surprised by and validate novel ideas and demonstrations of understanding that may be outside of the expected response but that are nevertheless valid and defensible ● Point out what students are doing right and how they might extend themselves further |
| Student Success | <ul style="list-style-type: none"> ● Use backwards design and standards to design units, assessments, and instruction ● Create kid-friendly AND academically focused learning targets that are shared regularly with students ● Create learning targets that meet grade-level expectations ● Allow students to rework and redo until proficiencies and understandings are demonstrated ● Provide a clear, target based rubric or desired outcome description ● Provide learning events in which all students can be successful ● Make student self-reported grades and self-set learning expectations a cornerstone of assessment |
| Element c – Effective Practices | |
| Clear Lesson Objectives | <ul style="list-style-type: none"> ● Publish/post objectives for students, including how the objectives will be reached ● State objectives in clear and easy to understand language ● Set objectives that are developmentally appropriate ● Revisit the objectives and the goals at the end of class and remind students of the take aways |
| Create Authentic Discussion | <ul style="list-style-type: none"> ● Create a list of questions before a lesson that are designed to provoke thoughtful discussion ● Focus on student generated questions and topics of interest/inquiry ● Provide scaffolds for students to use to ask each other questions -- for example, sentence starters posted with common question frames "Can you explain what you mean when you say...?" ● Create discussions in a variety of ways: literature circles, Socratic Seminars, think/pair/share protocol, small groups, and whole class ● Make use of small group discussion with some structured and unstructured prompts ● Create and distribute pre-discussion assignments that are targeted and well organized in order to build student confidence and knowledge |

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| | <ul style="list-style-type: none"> ● Use online tools to ensure that all students are provided with opportunities to engage in discussion: blog posts, wikispaces, Google Docs, etc. |
| Student Reflection on Learning | <ul style="list-style-type: none"> ● Provide structures that require students to reflect on their learning, e.g., metacognitive questions, pair-share, exit tickets, reflection as part of evaluation rubric ● Model reflection on learning by using the same protocols that are in place for students ● Have student reflection be an integral part of the assessment process |
| Varied Instructional Strategies | <ul style="list-style-type: none"> ● Blend instructional strategies that leverage diverse modes of reading (silently and aloud), speaking (discussion, lecture, presentations), writing (varied in purpose and length), listening (being an audience, watching films, listening to podcasts, etc.), and observing (looking at organizational or other visual cues to meaning) ● Integrate and switch between high leverage instructional strategies such as using cues, questions, and advanced organizers; asking students to generate and test theories; making use cooperative learning; having students create nonlinguistic representations; guiding students in note taking, summarizing, and paraphrasing; and identifying similarities and differences. ● Deliver instruction through the gradual release of responsibility, a classroom workshop structure, the modeling of strategic thinking, various representations of learning, and student reflection ● Ensure that there are opportunities for purposeful physical movement during each class period |
| Element d – Technology | |
| Research Effective Technology Approaches | <ul style="list-style-type: none"> ● Seek information about which technology tools are most impactful for learning and in what contexts ● Interact with colleagues and engage in professional development to find and implement effective technological resources that improve the learning environment without simply recreating it online ● Read professional journals or blogs ● Experiment with new tools to see what works in classroom, e.g., Padlet, Kahoot, Schoology, Google Docs/Google Classroom |
| Develop Student Knowledge and Skills | <ul style="list-style-type: none"> ● Use a range of effective technology tools that are designed to improve a student's ability to demonstrate what they know and understand. ● Teach students to ask inquiry based questions and to critically assess sources and media ● Help students to determine the best resources to use for project ● Use technological tools to give feedback and allow for multiple iterations of work for the purpose of building knowledge and skills ● Use technology to leverage collaborative learning experiences ● Use varied software and hardware to represent learning in a multitude of ways ● Develop students' digital literacy as a crucial component of literacy development |

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| Engaging and Motivating Experiences | <ul style="list-style-type: none"> ● Provide opportunities for interaction with experts: guest speakers via Skype, virtual field trips, etc. ● Provide opportunities for individual choice with regard to publishing and modes of production ● Ask for feedback from students and allow them to have a say in their learning experiences ● Use technology to enhance instruction ● Make the use of technology purposeful |
| Digital Resources | <ul style="list-style-type: none"> ● Use a range of technology tools that are designed to deliver content or provide students opportunities to practice skills ● Model appropriate use of technology and digital citizenship ● Make use of a variety of devices—including student devices where appropriate ● Make use of online databases and advanced searches ● Use a website or other LMS to provide students with continual access to the course and course materials |
| Element e – Critical Thinking | |
| Meet High Expectations with Support | <ul style="list-style-type: none"> ● Require multiple revisions until expectations are met ● Use teacher and peer feedback to identify areas that would benefit from revision ● Scaffold for vocabulary and background knowledge ● Use non-linguistic representations ● Organize complex tasks in stages ● Provide a rubric and/or examples prior to a task ● Do not allow “I don’t know” to be the final answer for a student—instead provide varying levels of support (often through cooperation and collaboration with other students) to arrive at an answer |
| Higher-Order Thinking and Problem-Solving | <ul style="list-style-type: none"> ● Apply content across different contexts ● Make use of follow-up questions ● Create opportunities for students to share work with authentic audiences ● Use problem based learning activities that require students to speak, write, view, listen, read, and synthesize ● Provide students with the “end-game” and provide them with opportunities to think critically and problem solve various means of getting there ● Ask students to reflect upon and evaluate their own learning processes, including what leads to and gets in the way of success |
| Element f – Student Collaboration | |
| Grouping Matches Task and Needs | <ul style="list-style-type: none"> ● Make intentional grouping choices which take into account student backgrounds and needs in relation to the task at hand ● Give all students agency by ensuring that the size of the group allows for and requires full participation |

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| Varied Groups | <ul style="list-style-type: none"> ● Vary grouping strategies: mixing different levels of students or keeping levels the same ● Consider student background-knowledge when making grouping decisions |
| Students' Collaborative Efforts | <ul style="list-style-type: none"> ● Discuss what effective collaboration looks like and have groups reflect upon their level of cooperation by referring to a rubric or specific points from that conversation ● As appropriate, assign roles or ask students to develop and assign roles within their groups, encouraging students to take on different roles throughout the course ● Provide structures and objectives for group work ● Prompt students towards critical thinking ● Structure collaborative tasks so that all students have input ● Require and support students to develop and monitor their own norms and expectations for collaboration |
| Element g – Communication Skills | |
| Model and Teach Effective Skills | <ul style="list-style-type: none"> ● Work on assignments or parts of assignments with students to model thought processes and critical thinking ● Use think alouds to model and demonstrate strategic thinking ● Use gradual release of responsibility to both model and support the use and acquisition of skills |
| Practice Communication Skills | <ul style="list-style-type: none"> ● Write objectives in language that is familiar to students, communicate objectives verbally at the start of class, and explain objectives further if necessary ● Have students write objectives in their own words and reflect up them at the end of class |
| Element h – Feedback | |
| Frequent Feedback | <ul style="list-style-type: none"> ● Use structures that help students understand their progress toward learning goals and what is required to improve ● Regularly utilize formative assessments in order to inform future assessments and assignments ● Provide explicit and timely feedback in order to ensure that students have the skills to achieve the goals of summative assessments |
| Students Using Feedback | <ul style="list-style-type: none"> ● Require students to directly address and use actionable feedback ● Require students to self-reflect on feedback in writing or in discussion, including formulating the next steps ● Utilize teacher/student conferences and peer conferences to work with specific feedback, the setting of plan, and/or the consideration of "next steps" |
| Informal Assessment Methods | <ul style="list-style-type: none"> ● Observe and listen in to student discussions ● Keep anecdotal records regarding student observation ● Collect data via Google forms or paper surveys ● Conference with students ● Use exit tickets ● Use "thumbs-up and thumbs-down" ● Use whole-class whip-around |