



High School Language Arts

At least one of the following artifacts must be discussed during the evaluation: peer feedback, student feedback, lesson plans, student work or parent feedback.

QUALITY STANDARD 1

Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content areas he or she teaches. The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area.

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards, their District's organized plan of instruction; and the individual needs of their students.

Examples of artifacts that may be used as evidence to support practice:

- Literature circles, cooperative groups, socratic seminars practices
- Use of Schoology or Googledocs for agendas
- Discussions about various resources available such as online libraries
- Posts daily and verbalizes learning objectives
- Uses academic language in instruction and collaboration especially related to assessments (PARCC, Explore, Plan, ACT)
- States clear objectives in lessons and collaboration
- Use of Thinking Maps when organizing writing and thinking

ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

Examples of artifacts that may be used as evidence to support practice:

- Promotes/expects basic reading strategies (background knowledge, questioning, close reading, etc.)
- Provides opportunity for public speaking activities
- Uses reader-response and journals to check for understanding
- Implements critical reading strategies (AVID)
- Encourages marking the text, pausing to connect, annotating, Say-Do-Mean, and other similar reading strategies
- Provides repeated, explicit methods for developing vocabulary

ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.

Examples of artifacts that may be used as evidence to support practice:

- Uses statistics to support argumentative writing
- Encourages students to interpret graphs in non-fiction.
- Encourages students to use percentages when interpreting data
- Helps students find data as evidence in writing
- Students create surveys, create graphs and charts, and analyze the results.
- Has students calculate the percentage grade of their assignments
- Helps students use surveys and analyze data in non-fiction (i.e. Gladwell - Outliers, Blink, Tipping Point)
- Analyzes percentages and ratios to find logical fallacies
- Studying meter in poetry (i.e. iambic pentameter, syllables in a foot, syllable patterns in Tanka, Haiku, Limericks, Sonnets, rhyme schemes)
- Helps students incorporate data and graphs in synthesis/research essay
- Calculating test data to figure out their overall AP test scores

ELEMENT D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.

Examples of artifacts that may be used as evidence to support practice:

- Models good instructional strategies (Madeline Hunter, Understanding By Design, Marzano, Bob Sullo, Jeff Anderson)
- Uses real world texts to analyze effects of rhetoric
- Uses real world texts to understand, identify and use grammar, syntax and diction
- Utilizes College Board strategies (SOAPStones, TPCASTT, DIDLS)
- Teaches literary elements through media (film, sit-coms, lyrics, video games)
- Connects students to real world examples related to reading fiction (comparing literature to popular media)
- Uses exit tickets to formulate instruction
- Teaches variety in sentence structure through individual writing
- Uses AVID inquiry strategies (Costa's three levels of "intellectual functioning.")
- Guides students to identify organizational patterns in texts (thesis/claim, leads, support, conclusions, flashback/framing, etc)
- Provides multiple examples and explanations to clarify difficult concepts
- Guides students to develop self-generated research questions
- Provides opportunities for students to explain concepts to each other
- Teach students to analyze visuals as text
- Have students create a non-text representation of a concept or text.

ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

Examples of artifacts that may be used as evidence to support practice:

- Provides historical context for literature, including biographical information, timelines

- Build on previous lessons of literature or writing (i.e. themes, motifs, MUGS, use of appositives in author's style, etc.)
- Incorporates relevant informational texts/non-fiction articles to complement literature
- Teaches grammar in the context of writing
- Interprets literature via different forms of literary criticism (i.e. feminist, philosophical, Marxist, psychological, etc.)
- Uses visual images to reinforce themes/ideas in works of literature (i.e. Dorthea Lange's Migrant Mother with The Grapes of Wrath)

ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.

Examples of artifacts that may be used as evidence to support practice:

- Provides opportunities to incorporate action research for writing
- Promotes publishing personal narrative or creative writing (Teen Ink, school literary magazines, Slam Poetry competitions)
- Explicitly discusses the cultural and historical relevance of texts
- Directs students to connect ideas to previous texts and lessons
- Allows for students to choose research and reading topics

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

ELEMENT A: Teachers foster a predictable learning environment in the classroom in each student has a positive, nurturing relationship with caring adults and peers.

Examples of artifacts that may be used as evidence to support practice:

- Adheres to policy of generous 'wait time' in allowing for student responses to questions (TESA/GESA-based training)
- Teacher lesson encourages student questions and risk taking
- Agendas on board, bell starters, exit tickets, closure
- Consistent class structures, including seating charts with purpose
- Consistent behavioral and academic expectations, with consistent and appropriate responses to student infractions
- Kids feel safe to ask and answer questions
- Uses appropriate humor to engage students
- Teacher uses proximity and movement to engage with students.
- Posts agendas on Schoology for make-up
- Being available to students outside of class
- Attends student activities
- Utilizing conversation calendars for classwork and extra-curricular activities
- Greets students each day.
- Provides 5 to 1 positive feedback (rewards for what students do well)
- Provides daily routines and expectations (warm-ups, closure activities, etc.)

- Talks to students about personal experiences and activities
- Established standards for appropriate/respectful behavior to classmates and teacher at the beginning of the year
- Conducts one-on-one conversations with students
- Makes positive calls home to parents

ELEMENT B: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.

Examples of artifacts that may be used as evidence to support practice:

- Use multiple pathways of communication with students and parents
- Multiple readings that provide choice and opportunities for students to find connections.
- Choice around writing that allows for personal perspective
- Provides translated materials for parents
- Incorporates culturally rich/sensitive instruction (non-white, non-male authors)
- Researches and incorporates knowledge of multicultural learning styles and sensitivities
- Provides a comfortable environment for students to share personal experiences
- Incorporates team-building activities designed to build trust and a sense of community
- CARE strategies (racial autobiographies, Nsaka Sum Sum)
- Plans lessons around the idea of multiple intelligences (Gardner)
- Validates student responses with fist bumps and/or high fives
- Encourages students to attend cultural events (Slam Poetry, Culture Nights, Especially Me, La Raza)

ELEMENT C: Teachers engage students as individuals with unique interests and strengths.

Examples of artifacts that may be used as evidence to support practice:

- Surveys students about topics of interests and then
- Provides students opportunities to select thesis topics
- Researches topic choices
- Seeks and maintains an interest inventory for individual students
- Provides opportunities for students to demonstrate learning via multiple products
- Encourages students to draw upon personal interests when reading and writing
- Validates student responses publicly and privately
- Survey students at the beginning of the year about their interests, activities, academic challenges, prior academic experience, etc.

ELEMENT D: Teachers adapt their teaching for the benefit of all students, including those with special needs across a range of ability levels.

Examples of artifacts that may be used as evidence to support practice:

- Honors unique talents in all students (informative speech, narratives, journaling)
- Utilizes author's chair opportunities
- Utilizes differentiation in questioning

- Builds relationships
- Adjusts questioning and wait time according to student's abilities
- Uses culturally relevant strategies
- Offers a variety of reading levels and choice for all levels of students
- Uses multiple intelligence inventory to prepare for lessons
- Uses Costa's Level of questions/Kagan/Marzano strategies
- Offers choice in assignments, products, and assessments is evident
- Offers variety of formative and summative assessments is present
- Follows ILP/IEP/504 accommodations and modifications for students

Encourages and provides opportunities for:

- Students created goals and reflect back on those goals
- Students reflect on their learning (exit slips, discussion boards, etc...)
- Students empathize and reach out to support others
- Students' reactions to peers display tolerance

ELEMENT E: Teachers provide proactive, clear and constructive feedback to families about students' progress and work collaboratively with the families and significant adults in the lives of their students.

Examples of artifacts that may be used as evidence to support practice:

- regular updates and documents posted to Schoology/COLE
- schedules and/or attends parent/advocate meetings
- Maintains family communication log
- Contact information is clear and accessible to students and families
- Proactive emails and phonecalls
- Regular updates to Powerschool
- Parent and team e-mails and or phone calls sent at intervals throughout the year
- Parent-student-teacher conferences,
- Communication about student strengths/needs prior to conferences and following up after meetings/conferences
- Attends all necessary IEP meetings/504 meetings, RTI/Care and Concern meetings as possible
- Utilizes COLE, Schoology and Powerschool updated on a regular basis
- Employs communication logs maintained
- Attends Back-to-School Night
- Sets learning goals, learning targets with families and students
- Attends student activities

ELEMENT F: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.

Examples of artifacts that may be used as evidence to support practice:

- Helps students establish class norms through brainstorming and circle maps
- Establishes learning targets around norms and expectations
- Establishes rules and expectations that are posted and discussed

- Establishes regular routines (daystarters, assignment logs, availability of teacher for one-on-one after school assistance, etc.)
- Utilizes effective use of instructional time
- Uses efficient transitions
- Provides and utilizes balanced instruction
- Employs multiple modes of instruction
- Models democratic practices (majority rules, civic virtue, working for the common good, civil discourse, becoming active, participatory, responsible citizens)
- Students reflect on classroom behavior and participation for the day
- Encourages students to support their learning environment

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

ELEMENT A: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.

Examples of artifacts that may be used as evidence to support practice:

- Uses models of exemplar essays
- Provides a variety of reading options for students to meet reading abilities
- Offers multiple prompts for writing
- Scaffolds reading
- Uses metacognitive stems for thinking and reading (i.e. I wonder..., I think of, This reminds me of...)
- Incorporates lessons that address learning styles
- Provides opportunities for individual, partner, and group learning
- Provides templates and sentence-starters to guide student writing and thinking
- Uses AVID strategies of WICOR (Writing, Inquiry, Collaboration, Organization, Reading)
- Emphasizes using academic language in discussions
- Makes use of thinking maps in preparation for reading and writing
- Uses levels of questioning
- Uses journaling and reader response to individually or collaboratively address issues and share ideas
- Participates in vertical teaming, PLC's, etc.
- Participates in IEP meetings
- Discusses student needs with teachers in other departments, former teachers, parents, counselors, social workers, psychologists, instructional coaches, ELA specialists, department coordinators

ELEMENT B: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' levels of content knowledge and skills.

Examples of artifacts that may be used as evidence to support practice:

- Encourages students to experiment with writing strategies
- Provides opportunities to apply reading and writing to other content areas
- Provides opportunities to do action research in the community
- Uses pre- and post-tests to assess learning
- Uses formative assessments to measure student learning
- Encourages students to move beyond formulaic writing
- Provide students with opportunities to give more and more complex presentations and write more complex and less formulaic essays throughout the year
- Provides students with opportunities to experiment with writing without risk of penalty
- Assesses students for a variety of skills depending on the mode of writing
- Holds writing and reading conferences with students

ELEMENT C: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.

Examples of artifacts that may be used as evidence to support practice:

- Utilizes current technology and media to build background knowledge
- Incorporates current practices from experts (i.e. Robert Marzano, Jeff Anderson, Kelly Gallagher)
- Demonstrates knowledge of current database researching
- Directs students to current availability to discussion technology (blogging through Schoology, Googledoc chats)
- Incorporates coding and annotation practices for reading complex texts
- Teaches organizational skills such as note-taking (Cornell Notes, Thinking Maps)
- Provides opportunities for students to discuss and utilize collaboration in the classroom
- Allow opportunities for movement and kinesthetic learning.

ELEMENT D: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.

Examples of artifacts that may be used as evidence to support practice:

Possibilities:

- Remind 101 (text reminders)
- Turnitin.com (submit and store papers)
- Links on school websites (Easy Bib,
- Schoology
- Googledocs (calendars, agendas, presentations,
- PowerPoints
- maintaining an online presence on school website
- Clickers
- Prezi
- Citationmachine.net (citation/bibliography creator)
- EasyBib (citation/bibliography creator)
- Scribble
- Facebook

- Twitter
- Database research (Ebscohost, SIRS, Opposing Viewpoints)

ELEMENT E: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical thinking and problem solving skills.

Examples of artifacts that may be used as evidence to support practice:

- Promote levels of questioning
- Gets back with students and not let them off the hook
- Uses connection strategies (self, text, world)
- Use of rubrics
- Guides students to answers through discussion; validating a variety of responses
- Provides timely feedback for students
- Requires students to use double bubble maps to make connections
- Uses authentic assessments to hold students accountable
- Uses student portfolios to self-monitor progress and learning
- Guides students to create self-generated research questions
- Requires students to edit and revise multiple drafts of written work

ELEMENT F: Teachers provide students with opportunities to work in teams and develop leadership qualities.

Examples of artifacts that may be used as evidence to support practice:

- Utilizes Conversation Cards (book circle discussion i.e Devil's Advocate, Piggybacking, Predicting, Media Examples, etc)
- Utilizes literature circles and book groups, and writing groups
- Facilitates small group discussion
- Requires peer editing/review
- Group research and presentations
- Think, Pair, Share
- Uses heterogeneous and homogenous grouping
- Utilizes Socratic seminar
- Utilizes Inner/Outer circle discussions

ELEMENT G: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.

Examples of artifacts that may be used as evidence to support practice:

- Provides verbal and non-verbal explanations of assignments
- Expects participation in group/class discussion
- Uses open-ended questions to promote student dialogue
- Incorporates public speaking assignments/opportunities into units
- Incorporates Socratic Seminars, Philosophical Chairs, and Fishbowl activities
- Low risk, medium risk, high risk speaking and presentation opportunities

ELEMENT H: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan future instruction.

Examples of artifacts that may be used as evidence to support practice:

- Pre/post testing of materials and skills
- Uses quick, physical feedback (fist to five, thumbs up, etc.)
- Uses standardized-objective and subjective written responses
- Offers opportunity for conferencing and feedback
- Provides quick feedback on specific skills as opposed to holistic feedback
- Expects revision of written pieces
- Communicates specific guidance to students and parents to improve student performance
- Utilizes frequent checks in an on-going writing assignment
- Crafts assignments requiring specific skills be demonstrated (could be related to content, textual evidence, sentence variety, punctuation, grammar, etc)