



Middle 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:

- Actively participate in PLT meetings
- Actively participate in GT/IEP/ELA meetings
- Actively participate in department meetings
- Unpacking, understanding, and applying the standards vertically and horizontally
- Reflect on daily lesson plans and learning objectives
- Backwards unit planning/curriculum mapping
- Utilize lesson planning templates
- Utilizing student data to drive instruction
- Use of district common assessments which are based on common core standards
- Providing unit objectives and daily agenda consistently for students

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:

- Socratic seminars
- Thinking maps
- Annotating text
- KWL
- Collaborative group discussion
- Close reading strategies
- Writing process
- Information literacy
- Word processing
- Citing credible sources
- Providing rubrics that align with unit objectives and standards

- Differentiated writing templates
- Rigorous pacing according to the individual needs of students
- Students write claims and support them with evidence in various genres
- Student portfolios hold evidence of writing, strengths, and goals

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:

- Interpret graphs and charts in non-fiction reading
- Include infographics, charts, and graphs in writing and research
- Provide analytical interpretations of non-fiction reading
- Graph/track progress for individual students
- Grammar patterns and sentence structure (parallel structure)

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:

- Questioning (Bloom's)
- Mini-research projects
- Socratic seminars
- Philosophical chairs
- Using metaphor
- Multiple modes of communicating and reporting thinking and learning

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:

- Interdisciplinary units that utilize anchor texts (fiction and non-fiction)
 - *Animal Farm*
 - Russian Revolution
 - "Shooting an Elephant" -Orwell
 - Biography Film: Joseph Stalin

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:

- Provide a culturally diverse range of text: fiction and non-fiction
- Menu of choices for practice and formative/summative assessment
- KWL

- Use of metaphor to connect real world experience with literature
- Provide text to text, text to world, and text to self-connections
- Mentor texts as models to show rigorous expectations

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:

- Post on Schoology/PowerSchool/Google Docs
- Use of culturally relevant strategies (safety nets, safe spaces, etc...)
- Positive feedback
- Constructive feedback
- Student work displayed
- Teacher listens to students' needs, opinions, concerns,
- Models democratic practices (majority rules, civic virtue, working for the common good, civil discourse, becoming active, participatory, responsible citizens)
- High expectations for all students

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:

- Rules and expectations posted and discussed,
- Regular routines (daystarters, assignment logs, availability of teacher for one-on-one after school assistance, etc.)
- Post on Schoology/PowerSchool/Google Docs
- Use of culturally relevant strategies (safety nets, safe spaces, etc...)
- Positive feedback
- Constructive feedback
- Student work displayed
- Teacher listens to students' needs, opinions, concerns,
- High expectations for all students--one on one meetings to help struggling students
- Public/community service projects
- Conversation calendars - individual conversations with students
- Respectful courageous conversations
- Author's chair
- Table talks
- Four corners discussion
- Homeroom/team/grade level community building (contests, fund raisers)
- Clock partners

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

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

- Honoring unique talents in all students (informative speech, narratives, journaling)
- Author's chair opportunities
- Differentiation in questioning
- Building relationships
- Adjusting questioning and wait time according to student's abilities
- Using information from interest inventories to adjust instruction
- Use of data from student feedback forms
- Providing relevant text (fiction and nonfiction) at the student's individual level

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:

- Differentiating instruction
- Collaborating with case managers, social workers, parents and counselors
- Utilizing and following IEPs and 504 plans
- Challenges students with appropriate complex texts

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
- Proactive emails and phone calls
- Regular updates to Powerschool

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:

- Rules and expectations posted and discussed,
- Regular routines (daystarters, assignment logs, availability of teacher for one-on-one after school assistance, etc.)
- 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
- Seating charts
- Smooth and timely transitions
- Clear expectations and follow through
- Verbal and nonverbal warnings
- Workshop model
- Monitoring behavior and engagement
- Engaging time on task activities
- Bell to bell instruction
- Effective classroom management strategies (warning system, behavior contracts)

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:

- Establishes and demonstrates a growth mindset
- Encourage metacognitive learning
- Considers and applies current brain development research when lesson planning
- Social interaction and movement is considered in lesson planning
- Group/partner work when possible

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:

- Teacher plans, teaches, monitors and adjusts instruction
 - pre-assessment determines lesson planning
 - teaches to the grade level standards
 - monitors daily and unit lessons according to student and class needs
 - adjusts instruction and assessments based on progress monitoring

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:

- Differentiates instruction (tiered essay prompts and writing templates, assigned reading to student's reading/Lexile level, ability grouping)
- Varying lessons plans to address individual learning styles

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:

- Utilizes COLE/Schoology
- Google Docs/Chrome Books
- Powerschool
- Presentation tools (Prezi, Google Slides, Powerpoint)
- Databases
- Typing and word processing skills

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:

- Mentor texts as models to show rigorous expectations
- Teacher models expectations-writing process, annotating difficult text, discussions

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:

- Flexible grouping (ability group, heterogeneously, interest group)
- Vary individual, partner, small group, and large group opportunities for learning.

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:

- Communicate objectives
- Posts homework and class activities on Schoology
- Model intellectual conversation
- Sentence starters
- Think-alouds
- Uses and explicitly teaches academic vocabulary

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:

- Requirements and rubrics are presented before the final assessment
- The rubric reflects teaching practices
- Student work is graded and returned in a timely manner and provides feedback
- Provides frequent feedback that encourages growth

