



Elementary- /Science/Language Arts/Social Studies

Math

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:

Science:

- Use GVC or district curriculum when planning.
- PLC meetings
- Orally or written learning objectives are given for the lesson.
- Explicitly referencing prior knowledge.
- Give appropriate wait time for students to show understanding.
- Implementing FOSS lesson with fidelity.
- Participates in team meetings to plan for Science.
- Integrate science across other content areas.
- Attend FOSS training.
- Explicit teaching of concepts.
- Vertical and/or grade level discussion about topics taught.
- Professional learning opportunities.
- Participate in Science blogs.
- Use or develop Smartboard to enhance lessons.
- Use Thinking Maps.
- Group work

Math:

- Participates in vertical PLT meetings
- Participates in grade level collaboration meetings
- Develops long-range plans/curriculum mapping
- Develops curriculum/plans by "working backwards" - Starts with desired outcome to plan lessons

- Participates in observation protocol in other teachers' classrooms
- Uses common vocabulary
- States clear learning objectives (oral or written)
- Differentiates instruction based on students' needs and data
- Structures lessons to include review of previous information and student reflections
- Incorporates number talks / math talks to activate prior knowledge and review
- Provides opportunities for open-ended questions / problems with multiple entrance points
- Uses Advantage Math to help build number sense
- Standards of Math Practice are evident in the classroom

Language Arts:

- implements professional learning
- actively participates in PLC
- actively participates in grade level meetings
- actively participates in vertical team meetings
- uses curriculum mapping to plan effectively
- reflective teaching practices in large, small, and individual student needs
- collaborate with professional peers (Grade level, vertical, SPED, ELA, Interventionist, G/T)
- using student data and a body of evidence to determine next steps
- differentiates for students' learning as appropriate using BOE
- standards/learning goals are explicit and referred to throughout the lesson
- utilizes student self assessment through modeling
- evidence of students' ability to self assess and self reflect
- evidence of non-linguistic representation in instruction
- common academic language
- uses the plan, teach, monitor, adjust cycle for effective instruction
- uses open ended and higher level questioning techniques

Social Studies:

- Implementation of TCI / Colorado Story - identify the alignment to CAS
- Use of the district shared lesson plans/Unit plans / resources
- Use of the Essential outcomes aligned with lessons
- Integration of the Writing goals
- Standard aligned units/lessons/activators
- Evidence of scaffolding, differentiation, support
- Frontloading with academic vocabulary
- Use of leveled texts
- Implementation of literacy to determine, is it speaking, listening, reading, writing
- Integration of technology
- Use of primary sources
- Multiple perspectives of history are presented
- Students are given the time to make connections with content and share out
- Breaking apart the strands of Social Studies (History, Geography, Economics, Civics)
- students demonstrate understanding through research
- Assessments match instruction

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:

Science:

- Use common core reading and writing standards in science.
- Science notebooks.
- Non Fiction reading at different ability levels.
- Understanding text features of non-fiction.
- Explicit teaching of Non Fiction text features.
- Library of various text levels of non-fiction in your classroom.
- Time For Kids
- Scholastic News
- Creates opportunities for student presentations.
- Create time for student generated work, questions, research and independent study.
- Scientific investigations.
- Vocabulary development through labeling and phonics skills.
- Connecting phonics through science language.
- Appropriate scaffolding through sentence frames.
- Refer to the text to support their answers.
- Write an expository writing piece.
- Allowing student choice during science.
- Engaging students in instruction.
- Allow students opportunities for multiple readings of science text for multiple purposes.
- Strategic teaching of reading strategies.
- Making connections for academic vocabulary.
- Finding teachable moments to teach literacy skills.
- Have students read directions and turn and tell a partner what the directions mean.
- Partner Pair Shares.
- Explaining Cause and effect relationships.
- Responsive and adjusting to student disengagement.
- Use or Develop Smartboard lessons to engage students.
- Time for Kids
- Scholastic News
- Use Thinking Maps

Math:

- Incorporates number talks to develop critical thinking / reasoning and model how to apply math vocabulary
- Provides opportunities for math journaling (using math vocabulary, writing about thinking)
- Models how to read and dissect word problems especially how to determine importance in word problems
- Integrates comprehension strategies when tackling math problems
- Posts word wall to integrate math vocabulary (picture definitions - visual word walls)
- Chooses problems that promote debate and discourse (problems with multiple entry points)
- Incorporate problem solving that is real-life, authentic, and engages students
- Encourages students to recognize and be able to describe how others' solution / pathway works or doesn't work
- Creates lessons that involve student collaboration
- Provides a word bank with essential vocabulary for the lesson

- Uses rubrics to assess students' writing and reasoning
- Provides literacy accommodations for non-proficient readers to be able to access math (oral presentation, front-loading vocabulary, scribing, providing writing supports ex. graph paper)
- Asks questions that promote higher-level thinking skills, are open-ended
- Takes opportunities for on-the-spot literacy skill development during math instruction

Language Arts:

- Differentiates for students' learning as appropriate using BOE
- Scaffolds as needed based on students' learning progressions
- Evidence in the classroom of nonlinguistic representation
- Components of reading, writing, speaking, and listening are observable in lessons
- Monitors fluency, comprehension, and vocabulary development as appropriate for grade level and/or student needs
- Front loads academic vocabulary
- Teaches text features and text structure
- Differentiates with levels of fiction and nonfiction text
- Strategies such as oral rehearsal, illustrations, authentic writing tasks, stamina and productivity building are employed
- Ensures that all students have access to content
- Provides learning modality strategies as needed, including technological resources
- Integrates word walls into classroom environment and learning, including ELL learners
- Daily 5 Cafe ?
- Calkins Units of Study for Reading and Writing
- Fountas and Pinnell Phonics or Words Their Way
- Thinking Maps
- Awareness of Best Practices Research
- Universal Instruction Practices
- Integration of science and social studies curriculum
- Current Events integration
- Uses various text types such as news articles, technical writing, comics, op-ed pieces, manuals, advertisements, charts.

Social Studies:

- Differentiated levels of text (students are accessing...)
- Additional literacy resources in a variety of genres - what is text? Literacy media
- Natural integration cross content
- Word walls
- Frontloading with academic vocabulary
- Ensuring that all students have access to the content (can leverage
- Experiential learning that goes beyond the reading)
- Level Expert Groups for research
- Cooperative groups, different versions
- Implementation of literacy to determine, is it speaking, listening, reading, writing
- Cause and effect relationship communication and critical thinking
- Opinion writing - personal or research based
- Clear representation of thinking through Thinking Maps
- SLL need the mortar words to help ensure success and to reinforce processing and comprehension skills and application across academic and real-world application
- Evidence that students know how to manipulate features of non-fiction text

- Social Studies notebooking
- Exposure to historical fiction
- Use of Socratic seminar for classroom and student discussion

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:

Science:

- Connects science with math through recording data and tables.
- Applies measurement and uses appropriate tools.
- Use correct mathematical procedures
- Labeling pages in science notebooks (creating a table of context, page number, glossary etc)
- Finding page numbers in a book.
- Explicitly teaching connections between math and science.
- Use math tools to show size for real world application.
- Exploration of calendar features. (phases of the moon, life cycles)
- Geometry
- Engineering
- Demonstrates understanding of related math concepts.
- Allow students opportunities to apply math skills in science.
- Use math skills to apply science problems.
- FOSS Math Extensions
- Use Thinking Maps

Math:

- Uses Thinking Maps to promote problem solving skills and strategies
- Uses think-alouds to model how to tackle a problem
- Lesson progression goes from concrete to abstract (manipulatives to pictures, to equations) when representing mathematical ideas
- Real-world problems, real-world application problems
- Promotes financial literacy in math lessons
- Uses FOSS math extensions
- Confers with students to better understand their thinking and models thinking strategies
- Incorporates Standards of Math Practice
- Uses number talks to encourage students to ask each other questions, critique each others' responses
- Poses questions with multiple entry points and multiple solutions
- Uses Problems of the Month from Inside Mathematics
- Teacher uses a rubrics to assess students' written reasoning
- Students and teacher create a rubric to assess mathematical solutions
- Uses Smart Board lessons for student engagement
- Incorporates math games into lessons to practice concepts and build computational fluency (Fundamentals by Origo, Partner Games, EDM games etc.

Language Arts:

- Math journals
- Timelines

- Sequential order
- Explain with numbers, pictures, and words
- Awareness of math opportunities presented within literature
- Thinking Maps
- Reading maps, charts, manuals, directions, instructions, blueprint

Social Studies:

- Applying Standards of Mathematical Practice
- Creating a viable arguments and critique the reasoning of others
- Map Reading (grid coordinates),
- Graph reading and creation,
- Calculating data, observing trends and patterns
- Timelines
- Financial literacy and institutions and responsibility (Model with mathematics)
- Sequencing

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:

Science:

- Appropriate scaffolding
- Use the FOSS manual.
- Teacher has appropriate background knowledge of science by reading “Background for the Lesson”
- Responsive and adjusting to student disengagement.
- Use or Develop Smartboard lessons to engage students.
- Time for Kids
- Scholastic News
- Have students read directions and turn and tell a partner what the directions mean.
- Partner Pair Shares
- Allow students opportunities for multiple readings of science text for multiple purposes.
- Use Thinking Maps
- Uses current and appropriate website to deliver or enhance instruction

Math:

- Gives students chances to demonstrate the different ways they’ve solved problems
- Uses peer sharing for students to explain their thinking
- Students develop their own strategies to solve problems
- Teaches a variety of methods to multiply, add, subtract, divide
- Manipulatives and math tools are easily accessible so students can choose tools
- Uses number talks as opportunities to explain thinking and for students to hear multiple explanations and perspectives
- Instruction uses common language that is based on Colorado Academic Standards
- Uses Brain Pops, multimedia, Smart Board lessons, You Tube videos, iPads, white boards, “clickers” - smart response device

Language Arts:

- Understands the Colorado Content Standards in literacy & writing
- Ask guiding questions to develop critical thinking
- Students can identify, state purpose, and independently apply the use of text features, signal words & phrases, and structure in an unscaffolded text
- Make it relevant to student's learning to build personal connections

Social Studies:

- Integration of technology
- Integration of technology, Thinking Maps, Flexible Grouping (whole to small to independent)
- Multiple perspectives (understanding in a non-biased way)
- Use of appropriate communication skills to speak your truth
- Use of the essential outcomes aligned with the lessons
- Identify Unit concepts and sub-concepts along with application, relevance and transfer
- Emphasis on critical content and required skills and processes
- Asking guiding questions that promote critical thinking

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:

Science:

- Utilizes information in "Background for the Teacher" in lesson planning
- Guided discussion
- Questioning
- Giving students time to discuss and allow time to clear up any misconceptions.
- Connects science with math through recording data and tables.
- Applies measurement and uses appropriate tools.
- Use correct mathematical procedures
- Labeling pages in science notebooks (creating a table of context, page number, glossary etc)
- Finding page numbers in a book.
- Explicitly teaching connections between math and science.
- Use math tools to show size for real world application.
- Exploration of calendar features. (phases of the moon, life cycles)
- Geometry
- Engineering
- Demonstrates understanding of related math concepts.
- Allow students opportunities to apply math skills in science.
- Use math skills to apply science problems.
- STEM lesson planning
- Use Thinking Maps

Math:

- FOSS math extensions
- Financial literacy - Social Studies Alive
- Teaches the metric system through FOSS science
- Historical timelines - how to read a timeline
- Organize and interpret data from science experiments
- Patterns in art (tessellation)

- Teaches page numbers, calendar time, weather / temperature (primary grades)
- Uses SRB to teach non-fiction text features
- Uses population graphs, scale, coordinates in social studies
- Interpretations of graphs, charts and tables in non-fiction texts

Language Arts:

- Integration of multiple topics within subjects
- Read alouds
- Shared reading
- Parallel texts used (two texts with the same theme)
- Science notebooking
- Use of technology to explore and experience information
- Multidisciplinary studies across content
- Comprehension strategies (inferring, questioning, synthesizing, sensory images, schema, etc)
- Student choice

Social Studies:

- Financial Literacy
- Make connections to prior knowledge and relationship of previous learning to current learning
- Read-alouds that match content (Historical fiction)
- Integrating / bringing together the distinct SS strands (H, G, E, C)
- Understanding content in the context of the real world
- Developing inferential skills from content
- Enduring Understanding and Essential questions that cross content
- variety of texts representing multiple content areas
- writing from sources as a major instructional shift
- comparing and contrasting between previous events/learning, current events and establishing cause and effect relationships
- Use of Socratic seminar for classroom and student discussion

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:

Science:

- Brings in and discusses examples from current events
- Time for Kids
- Scholastic News
- Giving students time to discuss and allow time to clear up any misconceptions.
- Guest speakers related to the lesson
- Choice of experiments.
- Science club after school.
- Use thinking maps

Math:

- Allows students to choose materials for games / activities to self-differentiate

- Allows Students to choose from different operations in games (ex. Number Top It)
- Uses number talks to allow students to come into math conversations with their backgrounds / prior knowledge represented
- Gives students options to pretest to accelerate through material
- Variety of manipulatives available for students to choose
- Uses technology to facilitate engagement (iPads)
- Real-world problems presented that engage students' interest
- Uses Advantage Math assessment to assess students' current understanding of number concepts and individualize instruction to address student needs
- Gives student surveys to determine interests in order to engage students in math concepts
- Cultural connections (ex: Chinese New Year - learn about calendars, four-digit numbers)

Language Arts:

- Current events used as a foundation for discussions
- Integrates discussion on various cultures & customs
- Knows attributes of individual children and their cultures
- Incorporates cross cultural conversations
- Awareness & choice of unbiased text
- Personal connections
- Student choice is visible
- Students are invested in the content being learned and know why they are learning it

Social Studies:

- Giving students the opportunity to make personal connections of the learning to their own world.
- Students have the ability to communicate effectively about the connections and impact on self
- Giving students the time for clarity through inquiry
- Providing student choice within learning and assessment
- Providing students the opportunity to see themselves in the data
- Cultural relevance
- Texts reflect a variety of cultures, races and perspectives

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:

Science:

- Has established procedures and expectations
- Has a visual schedule of the day
- Listens to children
- Shows patience
- Has a welcoming demeanor

- Voice level is appropriate (no yelling)
- Smiles, enjoys what they are doing
- Models conflict resolution behavior and practices it often
- Implements PBiS systems
- Gives positive feedback
- Positive interactions with students and parents
 - Encouraging a growth mindset
 - Accepting mistakes as learning opportunities
 - Encourage risk taking
- Student expresses positive verbal comments about their teacher.

Math:

- Uses number talks teach students to value other math ideas and ways of solving problems
- Group math games - learn to play with new partners, problem-solve
- Use a variety of purposeful groupings (sometimes student-selected, sometimes teacher-selected, heterogeneous, homogeneous)
- Honors process over correct answers - accept wrong answers and talk through them as a class
- Creates a non-threatening environment for risk-taking - model how to react when mistakes are made in math
- Sets norms for math conversations and discussions and holds students accountable for following the norms
- Gives students sentence frames to help facilitate debate and discourse
- Provides different methods of sharing - turn and talks, sharing anonymous student work on the screen, respond in writing (exit tickets, sticky notes)
- Math Student of the Week
 - Provides opportunities for students to be “teachers” at the Smart Board
 - Catches, celebrates, acknowledges all students achievements
 - Uses Flexible grouping
 - Knows students are advocates for self
 - Takes risks
 - Encourages students to asks questions and questions others
 - Provides opportunities for kid-centered conversations around content
 - Provides predictable routines, rituals, structures, behavior management
 - Uses collaborative groups and norms
 - Provides responsibilities and jobs that empower leadership for students
 - Uses culturally relevant teaching
 - Creates an environment where students feel valued and respected
 - Creates a sense of community
 - Uses Character Education / PBIS / Bullyproofing / Assets

Language Arts:

- Knowing students are advocates for self
- Confidence to take risks
- Asking questions and questioning someone else
- Opportunities for kid-centered conversations around content
- Responsibilities and jobs that empower leadership for students
- Culturally relevant teaching
- All student feel valued and respected
- Sense of community
- Character education / PBIS / Bullyproofing / Assets

- Routines and procedures are used consistently and are predictable
- Model respectful conversation, behavior
- Fairness and equity are addressed
- Assets
- Positive Behavior Support
- Randomizers for participation (Sticks in a can)
- Flexible and/or collaborative grouping
- Positive reinforcement
- Model learning from and with peers through student centered dialog/learning
- Celebrate student success, however small
- Star Student, VIP, Beary Important Person, Responsibility Chart

Social Studies:

- Flexible grouping
- Knowing students are advocates for self
- Confidence to take risks
- Asking questions and questioning someone else
- Opportunities for kid-centered conversations around content
- Predictable routines, rituals, structures, behavior management
- Collaborative groups and norms
- Responsibilities and jobs that empower leadership for students
- Culturally relevant teaching
- All student feel valued and respected
- Sense of community
- Character education / PBIS / Bullyproofing / Assets

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:

Science:

- High expectations for all students
- Diversity Night / Multicultural Day
- PASS meetings
- Shows respect for different cultures and beliefs
- Celebrates different holidays (Chinese New Year)
- Uses reading materials from other cultures
- Classroom libraries have books from other cultures
- Is able to have courageous conversations

Math:

- Sets norms for math conversations and discussions and holds students
- Gives students sentence frames to help facilitate debate and discourse
- Is purposeful with groupings (make sure kids get to work with all students)
- Gives students a specific jobs when collaborating with others
- Is conscious of amounts of homework - provides opportunities for students who do not get extra help at home (tutoring, Homework Club, Math Clubs, Girls Math Clubs)
- Provides direct instruction of affective skills (how to problem solve disagreements, manage anger /

frustration)

- Explicitly states objectives - makes sure students can state the goals
- Promotes the idea that everyone can do math vs. I'm not a math person
- Fosters global citizenship (me and my world)
- Invites families into the classroom to share perspectives and cultures
- Uses Character education / PBIS / Bullyproofing / Assets
- Uses a variety of resources, materials, texts that represent students' backgrounds (Within images etc. - Are there people that look like me?)
- Addresses diversity in all forms, race, learning styles, physical disabilities, culture etc.
- Standards are set high for all students
- Uses scaffolding to help all student rise to level

Language Arts:

- Fostering global citizenship (me and my world)
- Character education / PBIS / Bullyproofing / Assets
- Variety of resources, materials, texts that represent students' backgrounds (images, etc) - Are there people that look like me?
- Multiple forms of diversity, such as race, learning styles, physical differences, and alternative life-styles
- Scaffolding to help all student rise to that level
- Equity and access
- Implement literature from various cultures, regions of the world
- Culturally responsive practices
- Invites parents and community members from various cultures to share perspectives
- Rigorous expectations for all students
- Service learning
- Character building
- Recognizes and appreciates various stakeholders' perspectives

Social Studies:

- Fostering global citizenship (me and my world)
- Invite families into the classroom to share perspectives and cultures
- Character education / PBIS / Bullyproofing / Assets
- Variety of resources, materials, texts that represent students' backgrounds (images, etc) - Are there people that look like me?
- Not just race, learning styles, physical disability, are we exposing them to diversity in all forms
- Everyone rises to the same expectations in a rigorous environment
- Scaffolding to help all student rise to that level
- Equity and access

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

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

Science:

- Attend students' extracurricular activities (sport games, etc)
- Classroom meetings
- Use random generators to ensure all students are called upon
- Allow for student choice in writing activities
- Thoughtful questioning

- “Take it out of the door” strategies
- Classroom and schoolwide acknowledgement (formal and informal)
- Displaying student work
- Encouraging a growth mindset
- Accepting mistakes as learning opportunities
- Encourage risk taking

Math:

- Uses whiteboards to support different work speeds
- Uses a silent, subtle signal to indicate that students are ready to answer
- Uses Turn-and-talks
- Chooses names from sticks to make sure everyone gets to talk
- Asks questions from all levels of Bloom’s Taxonomy
- Uses information from student interest inventories/learning style inventories
- Uses differentiated problem-solving materials
- Uses Thinking Maps as a scaffold
- Uses tiered lessons / assignments
- Uses sentence frames
- Uses word banks
- Provides visual models for homework / classwork
- Posts videos on websites for homework support
- Provides different ways for students to respond (sticky notes, exit slips)
- Documents student thinking with names attached on anchor charts
- Fosters global citizenship (me and my world)
- Invites families into the classroom to share perspectives and cultures
- Motivates students to see themselves as part of global citizens (ex.includes history and current events in lessons)
- Provides choices for students in regards to demonstration of understanding and learning environment
- Students advocate for themselves

Language Arts:

- Aligning instructional practice to the specific needs of each group
- Advocate and motivate each other
- Student ownership in goal setting
- Students make connections to relevance and meaning through content
- Check-in/Check out of student
- acknowledging students and celebrating success
- Fostering global citizenship (me and my world)
- Invite families into the classroom to share perspectives and cultures
- Motivation - how to motivate students to see themselves as part of global citizens including history and current events
- Students advocate for themselves
- Student choice in demonstration of understanding, learning environment, presentation or topic is honored
- Individual Learning styles are explored and honored
- Interest surveys are used to help focus instruction
- Collaborative grouping
- Conference groups
- Blogging & other technological collaboration
- Quick Response

- Multiple forms of assessment
- Authentic assessment opportunities
- Demonstration of learning in a variety of ways
- Recognizes social and emotional needs
- Celebrate student successes in every class
- Model text for character qualities
- Individual goal setting
- Conferencing with individual students
- Student Led Conferences

Social Studies:

- Aligning instructional practice to the specific needs of each group
- Advocate and motivate each other
- Student ownership in goal setting
- Students make connections to relevance and meaning through content
- Check-in/Check out of student
- Acknowledging students and celebrating success
- Fostering global citizenship (me and my world)
- Invite families into the classroom to share perspectives and cultures
- Motivation - how to motivate students to see themselves as part of global citizens including history and current events
- Students have choice in demonstration of understanding and learning environment
- Students advocate for themselves

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:

Science:

- Scaffolding
- Differentiation - (different leveled books on the same topic)
- Attend meetings (IEP, GT, PLT, RTI)
- Consult with specialists and other grade level teachers
- Advocates for their students' needs
- Uses adaptive technology as provided
- Uses general technology as appropriate

Math:

- Participating in RTI meetings, SpEd collaboration meetings, team meetings PLCs and implements strategies from those
- Uses a co-teaching model to differentiate in the classroom (co-planning needs to take place to make this model most effective)
- Sets goals with students and confers with students to assess progress towards goals
- Uses grouping, technology, best practices
- Uses multiple resources and texts
- Differentiates and scaffolds instruction
- Frontloads vocabulary, providing visual connections
- Gives students with special needs the opportunities to demonstrate their understanding in ways which

are meaningful

- Students use coping skills to adapt to different situations to articulate their learning needs.
- Students solve their problems collaboratively
- Students offer support to classmates
- Teacher provides wait time
- Adapts physical classroom design and environment

Language Arts:

- Multiple resources, texts, differentiated and scaffolded
- Frontload vocabulary, providing visual connections
- Giving students with special needs the opportunities to demonstrate their understanding in ways which are meaningful
- Students use coping skills to adapt to different situations to articulate their learning needs.
- How are students solving their problems collaboratively in their social groups?
- Help fellow classmates by offering support.
- Students support fellow classmates
- Wait time
- Physical classroom design and environment
- Randomizes student response opportunities
- Helps students collaborate with each other
- Differentiate assignment tasks and assessments
- Scaffolds as needed
- Assistive technologies
- Wait time
- Pacing
- Nonlinguistic representations
- Sentence frames
- Explicit Vocabulary
- Thinking Maps
- Physical layout of the classroom

Social Studies:

- Multiple resources, texts, differentiated and scaffolded
- Frontload vocabulary, providing visual connections
- Giving students with special needs the opportunities to demonstrate their understanding in ways which are meaningful
- Students use coping skills to adapt to different situations to articulate their learning needs.
- How are students solving their problems collaboratively in their social groups?
- Help fellow classmates by offering support.
- Students support fellow classmates
- Wait time
- Physical classroom design and environment

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:

Science:

- Weekly updates / newsletters
- Phone calls home
- Emails
- Report cards
- Constructive feedback
- Conferences
- Rubric work samples
- Tests (DRA, MAPS, TCAP)
- Timely feedback

Math:

- Teacher maintains or directs students to websites with math resources
- Call logs
- Back and forth books
- Family Math Night (communicate how the standards are being taught to ensure consistency between home and school)
- Weekly class newsletter/update emails
- Uses Schoology to communicate with students and families
- Provide families with suggestions for games that promote numeracy
- Use games played in class as homework
- Parent-teacher conferences
- Backpack program
- Allow families to borrow materials (hundreds charts, manipulatives) to support work at home
- Give parents math vocabulary with definitions to help them support students
- Give parents a summary of Standards for Math Practice in terms they can understand
- Includes families in events and presentations of student projects
- Teacher use email communication
- Creates classroom online presence through blogging, Schoology, weekly newsletters, updates in progress monitoring, strategies to help parents set up the students for success?
- Student-led conferences
- Field trips
- Veteran's Day
- During school year explaining the concepts to families (family nights - math, ss, multi-cultural day, STEM)
- Communication through Homework logs
- Questions or topics at home (Dinner table prompts)
- Students bring example from home

Language Arts:

- Include families in events and presentations of student projects
- Teacher/family email communication
- Classroom online presence through blogging, Schoology, weekly newsletters, updates in progress monitoring, strategies to help parents set up the students for success?
- Student-led conferences

- Field trips
- Veteran's Day
- During school year explaining the concepts to families (family nights - math, ss, multi-cultural day, STEM)
- Communication through Homework logs
- Questions or topics at home (Dinner table prompts)
- Students bring example from home
- Formative & Summative assessments
- Use of Exit Tickets
- Parent conferences as needed
- Emails, phone calls, websites, postcards, etc.
- Parent volunteers in the classroom

Social Studies:

- Include families in events and presentations of student projects
- Teacher/family email communication
- Classroom online presence through blogging, Schoology, weekly newsletters, updates in progress monitoring, strategies to help parents set up the students for success?
- Student-led conferences
- Field trips
- Veteran's Day
- During school year explaining the concepts to families (family nights - math, ss, multi-cultural day, STEM)
- Communication through Homework logs
- questions or topics at home (Dinner table prompts)
- Students bring example from home
- Cultural Interviews
- Check-in/Check out of student with parent involvement

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:

Science:

- Class rules are explicitly taught and reinforced class management tools
- PBiS
- Minimizes distractions
- High expectations during transition times - for swift, quick transitions
- Follow practices procedures
- Follow through and be consistent
- Participates in safety drills
- Back and forth notebooks
- Behavior contracts

Math:

- Appropriate pacing of instruction
- Prepared with necessary materials and resources for the lesson/day

- Structure or routine so students know how to interact with content or teacher
- Procedures and structures in place around expectations of class behavior and engagement
- Stating objective/goal in advance so students know what they are working toward
- Group incentives to promote collaboration and accountability
- Developmental citizenship
- Character education / PBIS / Bullyproofing / Assets
- Classroom management system such as Class DOJO (or card or clip system)
- Have specific place for students to turn in work
- Label supplies so students know where to find them
- Have a specific routine for how math class starts (warm-up), how to exit math class
- Establish behavior expectations
- Daily schedule is posted
- Co-plan with co-teachers (ELA, Sped, GT, interventionists) to differentiate instruction and maximize instructional minutes

Language Arts:

- Appropriate pacing of instruction
- Prepared with necessary materials and resources for the lesson/day
- Structure or routine so students know how to interact with content or teacher
- Stating objective/goal in advance so students know what they are working toward
- Group incentives to promote collaboration and accountability
- Developmental citizenship
- Character education / PBIS / Bullyproofing / Assets
- Classroom management system such as Class DOJO (or card or clip system)
- Brain breaks
- Brain gym
- Mindful Life
- Model for students how to chunk assignments
- Predictable routines and behavior management system
- Use of Student planners
- Agenda on the board so students know what's on the docket for the day
- Classroom incentives
- Developmental Expectations as appropriate
- State changes (movement & refocus)
- Visual picture schedule

Social Studies:

- Appropriate pacing of instruction
- Prepared with necessary materials and resources for the lesson/day
- Structure or routine so students know how to interact with content or teacher
- Procedures and structures in place around expectations of class behavior and engagement
- Stating objective/goal in advance so students know what they are working toward
- Group incentives to promote collaboration and accountability
- Developmental citizenship
- Character education / PBIS / Bullyproofing / Assets
- Classroom management system such as Class DOJO (or card or clip system)

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:

Science:

- Opportunities to work with partner or alone.
- Flexibility and choice
- Accepting mistakes as learning opportunities
- Professional Development
- Consulting with other teachers at different schools.

Math:

- Providing concrete opportunities for learning before moving on to the abstract (manipulatives to pictures to algorithms/procedures, etc.)
- Provide developmentally appropriate learning opportunities (primary level - incorporate games to build concrete skills, allow collaborating and learning through socializing)
- Participate in webinars (Jo Boaler)
- Participate in professional development opportunities within the district or at the state/national level (Common Core Academy)
- Participate in PLCs, team meetings (horizontal and vertical) and implement strategies learned

Language Arts:

- Lessons revisit learning from previous day(s)
- Summarization of learning, "Ticket to Leave"
- Stated Learning Goals
- Use of Thinking Maps
- Collaborate and share research articles and new learning with colleagues
- Create lessons that are rigorous, yet differentiated for student's ability levels
- Mentor and guide new teachers
- Class meetings and building community
- Balances instructional strategies such as direct instruction, small groups, individual learning, collaborative groups

Social Studies:

- Collaborate with colleagues to develop and create standards based units
- Mentor and guide new teachers
- Collaboration to align teaching practices for student achievement
- Quality of lessons
- Share research, articles with other educators in your building
- Taking classes and continuing education

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:

Science:

- Analyzing test data
- Grouping students
- Monitoring one-on-one
- Rubric
- Anecdotal notes
- Portfolio / BOE on each student
- Provides opportunities for students to make mistakes and learn from them.
- Math extensions
- Trial and error in science explorations
- Follow the FOSS curriculum with fidelity

Math:

- Use a variety of formative assessments (white boards, exit tickets)
- Confer with students to provide timely feedback and work on goal-setting
- Use flexible grouping to address common needs in students
- Use self-assessments
- Use sentence frames to promote discourse and debate in math class (I agree with your thinking, I disagree with your thinking, why did you...)
- Number talks to encourage students to share answers and explain their thinking

Language Arts:

- Informal assessments used to guide instruction
- Pre-post tests
- Summative and formative assessments
- Tickets out the door for immediate feedback on “take aways.”
- Observation and anecdotal notes
- Utilizes technology for “right there” assessments
- Progress monitoring
- Plan, Teach, Monitor, Adjust
- Student Led Conferences

Social Studies:

- Progress monitoring
- Data-driven decision making around instruction
- Plan, teach, monitor, adjust
- Formative assessment to demonstrate understanding and guide further instruction
- Summative assessments
- Reading challenges; end of unit questions; etc.
- Are students using the relevant vocabulary from the end of the unit and making connections between them
- Self-evaluation tools (journaling, exit tickets, notebooking)
- Clear and concise objectives in student friendly language
- Conferencing with students-offer challenges to all levels

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:

Science:

- Professional development
- Reading professional books
- Reads the FOSS manual
- Researches and uses current practices in the classroom
- Using technology to enhance student learning.
- Individual and group learning

Math:

- Attend professional development opportunities
- Flexible grouping
- Individual conferencing and goal-setting
- Lesson modifications - pacing, giving fewer problems, asking higher-level thinking questions
- Uses Advantage Math assessment to assess students' current understanding of number concepts and individualize instruction to address student needs
- Having students solve a problem more than one way (advanced students)
- Front-loading vocabulary
- Word banks/visual word walls

Language Arts:

- Lessons revisit learning from previous day(s)
- Evidence of professional development
- Takes risks and is willing to implement new learning
- PLCs
- Continuing education
- Collaborating with colleagues
- Encourages others
- ELL strategies
- Implementation of technology
- Reflection of teaching practices

Social Studies:

- Incorporate application of new learning, methods and instructional strategies
- Pace instruction based on taking student lead, interest, curiosity (inquiry based)
- Collaborate with colleagues to develop and create standards based units
- Collaboration to align teaching practices for student achievement
- Quality of lessons
- Share research, articles with other educators in your building
- Taking classes and continuing education
- Teaching classes to others for professional 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:

Science:

- FOSS website
- United Streaming
- educational websites (pebblego.com; brainpop)
- SMARTboard lessons, doc cams and other provided technology
- Internet protocol lessons & website safety

Math

- Smart Board lessons
- Chromebooks
- Google Docs
- Schoology
- iPads - Socrative, Explain Everything, Near Pod, Thinking Blocks
- Cool Math Games
- Provide links to math websites through teacher websites
- NCTM Illuminations (online games, resources for students and teachers)
- Establishing rules/expectations for technology use
- Establish appropriate etiquette for using Internet
- Allow students to choose tools
- Allowing students choice with how they present their learning (powerpoint, Prezi, Educreations, Powtoon, Notability)
- Establish rules for fairness when using available technology (rotations)
- Use of assistive technology (pod-cast read problems, texts)

Language Arts:

- Web-based portals
- Current productivity applications & tools
- Web-based storage technologies (Google Drive)
- Student access to technologies
- Use to innovate and transform...not just substitute (collaboration, presentation, communicate, & expression of knowledge)
- Across school communication
- Digital portfolios

Social Studies:

- Web technologies for collaborative work
- Doc Cam, SMART Board, iPads and educational technology apps
- Student access to technology resources (computers, SMART Boards, iPads, digital cameras, etc)
- Multi-media access to content
- Student projects involving technology
- Mastery tracking in Schoology
- Use of district and school purchased databases
- Use of e-books

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:

Science:

- Model for students “I defend”, “I agree”, “I believe” statements to extend their learning.
- Allow students to make mistakes and learn from them.
- Showed student samples (exemplars) to show depth of thinking.
- Provide the appropriate task
- Formative & Summative assessment
- Timely, constructive feedback
- Not allowing the kids to give up.
- Anticipating misconceptions.
- Allowing kids to prove or disprove a concept.
- “I claim that...”

Math:

- Purposeful groupings
- Provide rubrics for assessment and self-assessment
- Model approaches to math problem-solving with think-alouds
- **Math Quest - for intermediate kids (teaches problem-solving skills)**
- Goal-setting conferences with students
- Differentiate student classwork/products for advanced learners
- Conduct learning conferences with students
- Differentiate homework assignments
- Differentiate assessments to allow students to demonstrate advanced

Language Arts:

- Use of rubrics
- Numbers, Pictures & Words used to explain and justify thinking
- Problem-solving strategies
- Matrices
- Service Learning
- Bloom’s Taxonomy
- Marzano’s Instructional Strategies
- Science Fair projects
- Passion projects
- Goal-setting w/ progress monitoring to check

Social Studies:

- High expectations
- Essential questions to help promote critical thinking
- Motivation and ownership in student learning and progress
- Goal setting and progress monitoring in academic behaviors and content understanding
- Challenge projects and exploration in areas of individual student interest (student initiated)
- Critical thinking and problem solving skills

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:

Science:

- Self-selection and teacher selected partners and small group
- Heterogenous and homogenous grouping
- Individual work
- Explaining roles of group members (recorder, timekeeper, etc)
- Students are held accountable to their group
- Students need to determine what tools they need to complete their task.

Math:

- Co-teaching or team teaching model allows for flexible grouping
- Give students roles within groups
- Use class work and formative assessment to create flexible groups (based on lesson objectives and student needs)
- Provide opportunities for group activities in the math classroom (group problem-solving)
- Turn-and-talks, sticky notes, white boards
- Allow students to decide on roles within groups
- Give groups open-ended projects in which they decide how to demonstrate their learning

Language Arts:

- Literature Circles
- Conference Groups
- Cooperative learning roles
- Character building
- Reading Together- Reading Buddies across grade levels
- Peer Editing & Conferencing
- Peer mediators
- Student Council
- Bully-proofing
- Student announcers
- School News- Super School News

Social Studies:

- Students taking on leadership roles in class and school
- Expand risk taking
- 5th graders teaching bully-proofing strategies to younger kids
- Student choice in group formation
- Socratic seminar conversations with student leader responsibilities

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:

Science:

- Teacher orally or writes the learning objective
- Sentence frames
- Discovery groups
- Allow kids to discuss before writing.
- Pal, Pair, Share
- Timed group discussions

Math:

- Number talks
- Write and talk to explain and share thinking in writing
- Turn-and-talks
- Exit slips explaining thinking
- Allow kids to come up to the Smart Board and explain how they've solved problem
- Giving sentence frames
- Give students an opportunity to restate a classmate's explanation (even a different way)
- Word walls/word banks to support the use of academic vocabulary
- Establish norms for math conversations and dialogue
- Math blog that allows students to comment on math solutions and how people have solved problems
- Primary students draw pictures to explain their answers - orally share the picture
- Having students link numbers to pictures to explain their thinking
- Students do a verbal rehearsal before they present to the class

Language Arts:

- Literature Circles
- Conference Groups
- Cooperative learning roles
- Character building
- Reading Together- Reading Buddies across grade levels
- Peer Editing & Conferencing
- Peer mediators
- Student Council
- Bully-proofing
- Student announcers
- School News- Super School News

Social Studies:

- Vocabulary
- Language objectives that complement objectives
- Academic but kid friendly
- Students are able to articulate what and why they are doing (greeter)
- Students use "I can" statements
- Demonstrate understanding through reading, writing, listening and speaking

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:

Science:

- BOE
- Give students specific feedback
- FOSS I-checks
- Science notebooks
- Reteach as needed
- Listening to their conversations and provide opportunities for extension of learning.
- Guiding questions
- Assessing how group members are sharing out; how are students held accountable for participation in their group?

Math:

- Students use teacher feedback to set goals
- Reflect on assessments and give students continued opportunities to demonstrate understanding of standards
- Having students create math portfolios where students can select work to include
- Uses Advantage Math assessment to assess students' current understanding of number concepts and individualize instruction to address student needs
- Provide clear, concise rubrics
- Checklists
- Teach students to self-correct and explain mistakes on tests
- Students graph progress on math facts
- Math notebooking/journals
- Use MAP data for math groupings
- Allowing kids to orally present what they know about a math concept
- Exit slips
- Incorporate projects into math class where students can apply concepts and skills taught throughout the unit

Language Arts:

- Teaching / Learning Cycles
- BOE binders
- Feedback verbal and/or written
- Specific and timely feedback
- Student led conferences
- Formative & Summative Assessments
- Student Self-Reflections
- Student Self-Evaluation
- Exemplars
- Professional Conference Attendance
- Rubrics
- Uses appropriate methods of technology to provide feedback (Google docs comments)

Social Studies:

- Exit slips

- Instruction aligned to assessment data
- What did you learn today? “Pair, pal, go”
- Student debrief at end “What do you know know as a historian?”
- Self assessment tracking with “dots, stickers, checks, etc.” to indicate level of independence
- Plan, teach, monitor, adjust
- Formative assessment to demonstrate understanding and guide further instruction
- Summative assessments
- BOE (gradebook with alignment, Schoology and mastery, student collected data binder, goal setting etc.) that includes parent conversation in student growth
- Clear, explicit, standards-aligned rubrics
- Exemplar papers and models of student work