

A photograph of a classroom scene. A male teacher with a shaved head, wearing a bright yellow sweater over a white collared shirt, stands with his back to the camera, gesturing with his hands as he speaks to a group of students. The students, a mix of young men and women, are seated on the floor and on desks, looking towards the teacher. The classroom walls are decorated with various educational posters and a whiteboard. The lighting is bright, coming from overhead fluorescent lights.

Early
College
Design
Services



JOBS FOR THE FUTURE

INITIATING, DEVELOPING, AND DEMONSTRATING THE COMMON INSTRUCTIONAL FRAMEWORK

FOR INSTRUCTIONAL COACHES AND ADMINISTRATORS

MAY 2013

ABOUT JOBS FOR THE FUTURE

Jobs for the Future works with our partners to design and drive the adoption of education and career pathways leading from college readiness to career advancement for those struggling to succeed in today's economy.

EARLY COLLEGE DESIGN SERVICES FOR SCHOOL DISTRICTS

Early College is a bold approach to education reform, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Early college schools blend high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and up to the first two years of college.

Early college supports all students—particularly struggling learners—to meet and exceed college- and career-ready standards. Early college replaces remediation with acceleration for these students, and it includes a powerful teacher effectiveness program that supports teachers to utilize college-ready instructional strategies and administrators to build effective student supports and an engaging college-going culture.

For more than 25 years, Jobs for the Future has been a leader in helping states and districts develop and implement school designs that prepare young people underrepresented in higher education to succeed at the postsecondary level.

JFF's **Early College Design Services** help districts significantly increase the number of underrepresented students who graduate from high school and are prepared to succeed in postsecondary education. We provide districts with training, tools, and advice that transform schools serving young people underrepresented in higher education.

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I.

INTRODUCTION

Jobs for the Future's Common Instructional Framework, a core component in Early College Designs for schools, contains six powerful teaching and learning strategies:

- > Collaborative Group Work;
- > Writing to Learn;
- > Scaffolding;
- > Questioning;
- > Classroom Talk; and
- > Literacy Groups.

Early College Design schools that have implemented all six strategies with fidelity have experienced significant gains in student achievement and strong improvement in student graduation rates. They have also improved the success rate of their students in college-level courses: the Common Instructional Framework, when implemented comprehensively, is built on high expectations for **all** students.

This guide is designed to support the work of instructional coaches and administrators as they work with teachers in early college high schools. It complements *The Common Instructional Framework: Rubrics and Support Guides for Teachers*, a resource for teachers as they work with their students in using the six instructional strategies of the Common Instructional Framework. Other resources in this series available from Jobs for the Future include *A Guide to Rounds in Early College High Schools*, *The Coherent School: How to Implement the Common Instructional Framework*, and *A Guide to Protocols for the Common Instructional Framework*.

Even the best teachers working in schools with the most effective administrators cannot sustain this effort without the support of a key person whose work is dedicated solely to ensuring that all teachers in the school use the Common Instructional Framework well, throughout every lesson, and with **all** students. Instructional coaches introduce the Common Instructional Framework, model its use in a wide range of classrooms, plan and co-teach lessons with teachers just starting to use the Common Instructional Framework or with those who are expert in its use, support Rounds so that teachers can learn from one another about how best to use the six instructional strategies, and provide professional development to the school as needed.

Instructional coaches work hard to create a culture of high expectations and high support for **all** students in every classroom. They are in many ways the living embodiment of what it means to plan for and use highly effective instructional practices in Early College Design schools—the Common Instructional Framework. Teachers in schools with dedicated instructional coaches become adept at making sure that students know exactly why they are being asked to use the strategies and exactly how and when to use them. Teachers, with the ongoing support of the instructional coaches, model the use of the key instructional strategies for their students, provide clear guidelines and structures in implementing them, and continually provide feedback on how students are incorporating them into their

learning. As a result, students recognize the six strategies as critical to their understanding of complex material. Within a short period of time, students use them on their own initiative throughout a lesson to support their learning.

In addition, teachers and students can use classroom time to concentrate on learning and mastering important ideas and skills because everyone throughout the school uses the same instructional strategies in every lesson. With the clear structures that the six strategies provide, teachers can concentrate on planning and implementing intellectually engaging and challenging learning activities for all students during every lesson. They continually seek out the advice and assistance of the instructional coach to develop their own expertise. They enjoy the give-and-take that such an approach embodies, and expect their fellow teachers to join them in creating and sustaining a culture of vibrant intellectual engagement and professional development.

THE RUBRICS

Jobs for the Future has developed two sets of rubrics to support schools in implementing and sustaining the use of the Common Instructional Framework in every classroom with **all** students. One set of rubrics is designed to support the work of teachers. The second set of rubrics, which are published in this document, supports the work of the instructional coaches as they work with teachers to move them from novice to expert in their use of the six instructional strategies.

The two sets of rubrics accompanying the Common Instructional Framework support teachers and instructional coaches as they:

- > Introduce and implement the Common Instructional Framework throughout the school; and
- > Maintain high expectations for all students by using the strategies in their fullest dimensions.

The rubrics are designed to assess the extent to which **all** students are using each of the Common Instructional Framework strategies, understand which stage of implementation each is presently demonstrating, and provide paths to higher stages. (The word “students” in the rubrics always refers to **all** students.) They indicate what a person observing the classroom would expect to see and hear when a teacher is in one of three phrases of implementing a specific strategy:

- > **Initiating stage:** The teacher is beginning to use the strategies, starting on the first steps toward mastery.
- > **Developing stage:** The teacher has gained some proficiency in using the strategies but is not using them to their maximum extent and usefulness.
- > **Demonstrating stage:** The teacher is using the strategy wherever appropriate, has many ways of integrating it with others in the Common Instructional Framework, and can help other teachers in using it. The teacher can clearly articulate how the strategy supports student learning, use it flexibly to meet diverse challenges, and understand its power in mastering complex and challenging skills, ways of thinking, and types of information.

THE SUPPORT GUIDES

To guide instructional coaches to advance teachers through the stages, each strategy in the Common Instructional Framework is accompanied by two support guides:

- > **Moving from Initiating to Developing**, a guide with specific ideas and concrete suggestions for helping teachers move from the first to the second stage; and
- > **Moving from Developing to Demonstrating**, a guide with specific ideas and concrete suggestions for helping teachers move from the second to the third stage.

THE COMMON INSTRUCTIONAL FRAMEWORK

Six common instructional strategies drive instructional practice at University Park Campus School (UPCS) and have led to its success. They also act as the core of the professional development program offered by Jobs for the Future in its partnership with UPCS and other early college high schools.

In classrooms that are grounded in these strategies, powerful teaching and accelerated learning take place. Additionally, the six strategies form the basis of a coherent college preparatory curriculum and give all students of all skill levels the tools to access complex information needed to meet state and college-ready standards. These instructional strategies succeed because they engage all students in learning and require them to take an active role in their education.

Collaborative Group Work: In Collaborative Group Work, students engage in learning by constructing group solutions, texts, experiments, or works of art. Effective group work is well planned and strategic. Students are grouped intentionally, with each student held accountable for contributing to the group work. Activities are designed so that students with diverse skill levels are supported as well as challenged by their peers. They are planned around meaningful tasks in the subject area that are conceptually rich, engaging, and have multiple entry points for all students.

Writing to Learn: Through Writing to Learn, students can develop their ideas, their critical thinking abilities, and their writing skills. Writing to Learn enables students to experiment every day with written language and to increase their fluency and mastery of written conventions. By taking time to write in low-stakes exercises, students actively engage in thinking about a concept. Writing to Learn increases equity within the classroom since students have time to try out their ideas in non-evaluative activities before they have to present them to a group or as individuals. Writing to Learn can also be used as formative assessment and as a way to scaffold mid- and high-stakes writing assignments and tests.

Scaffolding: Scaffolding helps students to connect prior knowledge and experience with new information and ideas. Teachers use information from assessments of prior knowledge to plan a careful sequence of activities that continually links that knowledge and understanding to new knowledge and skill attainment. Teachers challenge students step by step with increasingly more difficult tasks and concepts to ensure they are continuously learning.

Questioning: Questioning challenges students and teachers to use good questions as a way to open conversations and further intellectual inquiry. Effective Questioning (by the teacher and by students) deepens classroom conversations and the level of discourse students apply to their work. Teachers use this strategy to create opportunities for students to investigate and analyze their thinking, as well as the thinking of their peers and the authors they read in each of their classes. The mark of a highly engaged classroom is when all students are asking thoughtful questions on their own initiative.

Classroom Talk: Classroom Talk creates the space for students to articulate their thinking and strengthen their voices. Classroom Talk takes place in pairs, in Collaborative Group Work, and as a whole class. As students become accustomed to talking in class, the teacher serves as a facilitator to engage students in higher levels of discourse. Teachers introduce and reinforce the use of academic language and encourage students to use that language in their classrooms.

Literacy Groups: Literacy Groups provide students with a collaborative structure for understanding a variety of texts, problem sets, and documents by engaging them in a high level of discourse. Group roles or rounds traditionally drive Literacy Groups by giving each student a role to play and a defined purpose within the group. The specific roles or discussion guidelines may vary for different content areas, lengths of text, or students' levels of sophistication, but the purpose of Literacy Groups is to raise engagement with texts by creating a structure within which students actively probe the meaning of the text or problem set.

1.

COLLABORATIVE GROUP WORK

In Collaborative Group Work, students engage in learning by constructing group solutions, texts, experiments, or works of art. Students are grouped intentionally, with each student held accountable for contributing. Activities are designed so students with diverse skill levels are supported and challenged by their peers. They are planned around meaningful tasks in the subject area that are conceptually rich, engaging, and have multiple entry points for all students.

1.1 INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > Students are reluctant to participate in Collaborative Group Work projects. > Students are used to working independently. > Students are hesitant to help others in the group. > Students are unsure about the purpose of Collaborative Group Work and are unable to articulate if and how it helps them attain content. > Students believe that working with other students impedes their own learning. 	<ul style="list-style-type: none"> > Most students have had some positive experiences with Collaborative Group Work. > Students begin to work collaboratively by soliciting group members' input and feedback. > Students begin to see that group work can be beneficial regardless of the discipline. > Students begin to articulate how working in groups can help them learn content. 	<ul style="list-style-type: none"> > Students actively participate throughout the lesson/group activity. > Students encourage all members of the group to participate and share ideas. > Students provide constructive feedback throughout the activity. > Students know and can articulate the role Collaborative Group Work plays in deepening their learning. > Students see themselves as responsible for ensuring that all members of the group master the lesson's objectives. > Students know and can articulate the role Collaborative Group Work plays in deepening their learning. > Students volunteer a range of ideas to their group and work as a whole to develop the best set of ideas.
Lesson Design	<ul style="list-style-type: none"> > Students try to make sense of the group task by asking the teacher questions. > Students are slow to start from either confusion or lack of knowledge about how to collaborate. 	<ul style="list-style-type: none"> > Students understand their role and the roles of other students within the group. > Students can work collaboratively without much prompting by the teacher. 	<ul style="list-style-type: none"> > Students help direct the group in setting goals. > Students can explain their individual contributions and those of other students in their own words.

		STAGES		
		INITIATING	DEVELOPING	DEMONSTRATING
Lesson Attainment		<ul style="list-style-type: none">> Students are unsure of why they are doing group work or how it fits into their larger grade.> Students choose the members of their group based on comfort or proximity.> Students are not clear that Collaborative Group Work is being used to help them learn the day's objectives.> Students begin to use Writing to Learn as a tool to document their Collaborative Group Work.	<ul style="list-style-type: none">> Students understand the objectives of the group task and understand how they are to be evaluated.> Students begin to work collaboratively with students they may not have worked with before.> Students expect to be held accountable for demonstrating what they are learning and how they are learning it.> Students begin to use Writing to Learn as a tool to document their Collaborative Group Work.	<ul style="list-style-type: none">> Students are familiar with rubrics and can assess themselves.> Students are clear about the goals and objectives of the assignment.> Students can draw upon prior knowledge to complete the task.> Students thoroughly complete assigned tasks.> Students can work with any student in the class as assigned by the teacher.> Students regularly use Writing to Learn to document and support their learning in Collaborative Group Work.
		<ul style="list-style-type: none">> Students do not participate in the project or there is uneven participation.> Students are relying on the teacher to manage the group dynamics and the flow of the process.> Students are struggling with building on one another's ideas within the group.> Students struggle to stay on task.	<ul style="list-style-type: none">> Students have done enough group projects where group work is becoming routine.> Students are getting comfortable asking one another for clarification.> Students begin to engage with one another in productive ways.> Students begin to find ways to engage all students in the activity.	<ul style="list-style-type: none">> Students ask all other members of the group a question before asking the teacher.> All students can explain all components of their product, targeted skill, or identified process.> Students can listen and participate without dominating the conversation.> Students are empowered in designing groups that will drive optimal learning.> Students use a variety of ways to ensure that all members of the group actively participate.> Students are adept at using protocols and other strategies that ensure the full participation of all members of the group.
Classroom Management				

1.2 COLLABORATIVE GROUP WORK

MOVING FROM **INITIATING** TO **DEVELOPING**: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> > Students are reluctant to participate in Collaborative Group Work projects. > Students are used to working independently. > Students are hesitant to help others in the group. > Students are unsure about the purpose of Collaborative Group Work and are unable to articulate if and how it helps them attain content. > Students believe that working with other students impedes their own learning. 	<ul style="list-style-type: none"> > Assess students' prior knowledge about working in groups. > Address their common misconceptions about Collaborative Group Work—what “collaborative” means and what it doesn't mean. > Assign pairs to complete a short task that requires interdependence, then give questions to assess each student's participation as a member of the group. > Discuss how knowing what their roles are as group members and not being sure about the role affects their ability to contribute to the group. > Model and enforce showing respect and creating a culture of inclusion during Collaborative Group Work. 	<ul style="list-style-type: none"> > Most students have had some positive experiences with Collaborative Group Work. > Students begin to work collaboratively by soliciting group members' input and feedback. > Students begin to see that group work can be beneficial regardless of the discipline. > Students begin to articulate how working in groups can help them learn content.
Lesson Design	<ul style="list-style-type: none"> > Students try to make sense of the group task by asking the teacher questions. > Students are slow to start from either confusion or lack of knowledge about how to collaborate. 	<ul style="list-style-type: none"> > Start with pairs and triads. > Explicitly define the goals of Collaborative Group Work and how it is critical to student learning. > Embed Collaborative Group Work throughout every lesson, using the same strategy for several days until mastery is reached. > Model and explicitly define the roles of every group member. 	<ul style="list-style-type: none"> > Students understand their role and the roles of other students within the group. > Students can work collaboratively without much prompting by the teacher.

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Attainment	<ul style="list-style-type: none"> > Students are unsure why they are doing group work or how it fits into their larger grade. > Students choose the members of their group based on comfort or proximity. > Students are not clear how Collaborative Group Work is being used to help them learn the day's objectives. 	<ul style="list-style-type: none"> > Assign meaningful tasks to students that directly connect to big ideas and essential questions of the lesson. > Create tasks that draw upon critical and creative thinking as well as the strengths of diverse learners. > Check for all students' understanding of the goals of the assignment, their roles within it, and how success will be measured for individuals and the group as a whole. > Build scaffolds into Collaborative Group Work to support students as they complete tasks (e.g., time for Writing to Learn, Classroom Talk, Questioning). > Intentionally assign groups based on mixed abilities and interests. 	<ul style="list-style-type: none"> > Students understand the objectives of the group task and understand how they are to be evaluated. > Students begin to work collaboratively with students they may not have worked with before. > Students expect to be held accountable for demonstrating what they are learning and how they are learning it. > Students begin to use Writing to Learn as a tool to document their Collaborative Group Work.
Classroom Management	<ul style="list-style-type: none"> > Students do not participate in the project or there is uneven participation. > Students are relying on the teacher to manage the group dynamics and the flow of the process. > Students are struggling with building on one another's ideas within the group. > Students struggle to stay on task. 	<ul style="list-style-type: none"> > Use time checks to keep groups engaged and motivated. > Model making connections by asking questions and pushing students to expand their thinking. > Use formative assessment to address misconceptions as they arise. > Make students accountable for a product that demonstrates their learning of an important idea, as individuals and as a group. > Ask students to assess what they have learned and how they have learned it during Collaborative Group Work. 	<ul style="list-style-type: none"> > Students have done enough group projects where group work is becoming routine. > Students are getting comfortable asking one another for clarification. > Students begin to engage with one another in productive ways. > Students begin to find ways to engage all students in the activity.

1.3 COLLABORATIVE GROUP WORK

FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > Most students have had some positive experiences with Collaborative Group Work. > Students begin to work collaboratively by soliciting group members' input and feedback. > Students begin to see that group work can be beneficial regardless of the discipline. > Students begin to articulate how working in groups can help them learn content. 	<ul style="list-style-type: none"> > Model or role play with students how to effectively ask for and provide constructive feedback. > In groups, give students a task and ask them to design a way to do Collaborative Group Work to complete it. > Have students assess their ability to do Collaborative Group Work effectively; what expectations, strengths, and challenges they bring to the work. > Encourage students to take the stance of problem solvers when confronting difficulties in Collaborative Group Work. 	<ul style="list-style-type: none"> > Students actively participate throughout the lesson/group activity. > Students encourage all members of the group to participate and share ideas. > Students provide constructive feedback throughout the activity. > Students believe that Collaborative Group Work is vital for their own learning to mastery and can explain why. > Students see themselves as responsible for ensuring that all members of the group master the lesson's objectives. > Students know and can articulate the role Collaborative Group Work plays in deepening their learning. > Students volunteer a range of ideas to their group and work as a whole to develop the best set of ideas.
Lesson Design	<ul style="list-style-type: none"> > Students understand their role and the roles of other students within the group. > Students can work collaboratively without much prompting by the teacher. 	<ul style="list-style-type: none"> > Introduce new protocols and Collaborative Group Work strategies slowly and systematically and require mastery of each. > Keep feedback direct and non-evaluative. Ask questions and give them time and encouragement to struggle to find the answer or solution. > Design more complex projects that require more opportunities to provide feedback and actively participate. > Raise expectations of individual and group work and provide exemplar models against which students can assess their own work. 	<ul style="list-style-type: none"> > Students help direct the group in setting goals. > Students can explain their individual contributions and those of other students in their own words.

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> > Students understand the objectives of the group task and understand how they are to be evaluated. > Students begin to work collaboratively with students they may not have worked with before. > Students expect to be held accountable for demonstrating what they are learning and how they are learning it. > Students begin to use Writing to Learn as a tool to document their Collaborative Group Work. 	<ul style="list-style-type: none"> > Continue to group intentionally based on data, yet provide opportunities for variety in groups. > Introduce rubrics to assess Collaborative Group Work as well as content knowledge. > Provide more mechanisms such as Writing to Learn and Questioning for reflection and self-assessment on students' Collaborative Group Work and their mastery of the lesson's learning goals and objectives. 	<ul style="list-style-type: none"> > Students are familiar with rubrics and can assess themselves accurately. > Students are clear about the goals and objectives of the assignment. > Students can draw upon prior knowledge to complete the task. > Students thoroughly complete assigned tasks. > Students can work productively with any student in the class as assigned by the teacher. > Students regularly use Writing to Learn to document and support their learning in Collaborative Group Work.
Classroom Management	<ul style="list-style-type: none"> > Students have done enough group projects where group work is becoming routine. > Students are getting comfortable asking one another for clarification. > Students begin to engage with one another in productive ways. > Students begin to find ways to engage all students in the activity. 	<ul style="list-style-type: none"> > Prepare students for developing their own group norms and roles and hold them accountable for their tasks. > Prepare students for the integration of technology in Collaborative Group Work. > Assign final, culminating, and challenging projects such as presentations or other products where all students are responsible for their own task as well as the overall group performance. 	<ul style="list-style-type: none"> > Students ask all other members of the group a question before asking the teacher. > All students can explain all components of their product, targeted skill, or identified process. > Students can listen and participate without dominating the conversation. > Students are empowered in designing groups that will drive optimal learning. > Students use a variety of ways to ensure that all members of the group actively participate. > Students are adept at using protocols and other strategies that ensure the full participation of all members of the group.

1.4 COLLABORATIVE GROUP WORK

INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > The teacher is unsure about the purpose and benefits of Collaborative Group Work. > The teacher is unsure that collaborative knowledge is as valuable as individual knowledge. > The teacher has had unproductive or no experience with Collaborative Group Work and may be reluctant to try it. > The teacher teaches a discipline where Collaborative Group Work is not typically used and does not think it can be used. > The teacher is not aware of cultural differences and customs that need to be considered in designing group work and preparing students to participate in it. 	<ul style="list-style-type: none"> > The teacher has some positive experiences with Collaborative Group Work and begins to see the potential for it in his/her teaching. > The teacher seeks out ideas for collaborative projects and shares practices with other teachers. > The teacher begins to believe and document evidence that Collaborative Group Work can and does accelerate the learning of all students, including English language learners. > The teacher understands how to use Collaborative Group Work as a critical tool for assessing students' understanding. 	<ul style="list-style-type: none"> > The teacher seeks new ideas for deepening Collaborative Group Work practices. > The teacher believes that Collaborative Group Work gives all students the opportunity to access and master content. > The teacher has had many positive experiences with Collaborative Group Work. > The teacher acts as a facilitator when implementing Collaborative Group Work. > The teacher champions Collaborative Group Work to Initiating teachers. > The teacher sees the value of group work regardless of what he/she teaches.
Lesson Design	<ul style="list-style-type: none"> > The teacher does not set expectations about how to collaborate before initially breaking students into groups. > The teacher randomly selects groups or allows students to select them. > The teacher does not align group work with learning objectives and goals. > The teacher does not design group work in a way that will ensure that groups work on tasks interdependently. 	<ul style="list-style-type: none"> > The teacher prepares students for how to work collaboratively in a group. > The teacher begins to define group roles and assigns each member a task for which to be accountable. > The teacher begins to group students by mixed abilities, experimenting with different groupings for optimal learning. > The teacher starts out Collaborative Group Work with pairs and trios. > The teacher decides on group size based on the task and student readiness. > The teacher models how to document Collaborative Group Work and to use Writing to Learn as a critical tool for group learning. 	<ul style="list-style-type: none"> > The teacher sets explicit expectations for groups, including expectations for student participation. > The teacher aligns all Collaborative Group Work with learning objectives and goals. > The teacher sets tasks that require students to work collaboratively. > The teacher makes students accountable for a collaboratively designed product that demonstrates evidence of individual and whole-group learning. > The teacher explains the purpose of Collaborative Group Work, defines group roles, and has students practice each group role. > The teacher intentionally groups students for maximum productivity.

		STAGES		
		INITIATING	DEVELOPING	DEMONSTRATING
Lesson Delivery		<ul style="list-style-type: none">> The teacher implements Collaborative Group Work, but does not necessarily tie the work into a larger unit or outcome.> The teacher designs lessons with goals and objectives in mind, but does not share them with the students.	<ul style="list-style-type: none">> The teacher begins to intentionally connect Collaborative Group Work to the current unit and content, makes connections to previous learning, and creates a context for Collaborative Group Work.> The teacher begins to assess the individual accountability of each student in a group.> The teacher more strategically connects Collaborative Group Work to fulfilling learning objectives and goals.> The teacher consciously begins to incorporate the other strategies, (e.g., Questioning, Scaffolding, Writing to Learn, Classroom Talk) into group work.> The teacher consciously begins to model and incorporate the other strategies into Collaborative Group Work (e.g., structured protocols, Turn and Talk, Rounds).	<ul style="list-style-type: none">> The teacher designs assessments (e.g., rubrics, quizzes, presentations by each member of the group) to evaluate individual and group work.> The teacher intentionally connects Collaborative Group Work to the current unit and makes connections to previous learning.> The teacher makes the objectives of the assignment clear to students.> The teacher gathers formative data by observing and listening.> The teacher incorporates the other instructional strategies while students engage in Collaborative Group Work.> The teacher designs lessons that allow him/her to act as a facilitator, circulating through groups and formatively assessing student productivity.
	Classroom Management	<ul style="list-style-type: none">> The teacher has set up the group work but not given students enough instruction on what to do within their groups.> The teacher intervenes too much or too little in the groups.> The teacher hands out materials to groups but does not ensure that all students have equal access to these materials.> The teacher has not established routines for arranging group work to maximize the participation of all participants.> The teacher is doing most of the talking.> The teacher answers each student's questions or comments, rather than having students address one another.	<ul style="list-style-type: none">> The teacher has done enough group projects that Collaborative Group Work is becoming routine.> The teacher asks questions and provides additional ways to look at the project or task before solving a group's confusion or answering a question.> The teacher sets up the classroom and allocates materials to ensure that all students have equal access to all materials throughout the lesson.	<ul style="list-style-type: none">> The teacher facilitates the Collaborative Group Work process.> The teacher engages in Questioning with students to move them further along without providing answers.

1.5 COLLABORATIVE GROUP WORK

MOVING FROM **INITIATING** TO **DEVELOPING**: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> > The teacher is unsure about the purpose and benefits of Collaborative Group Work. > The teacher is unsure that collaborative knowledge is as valuable as individual knowledge. > The teacher has had unproductive or no experience with Collaborative Group Work and may be reluctant to try it. > The teacher teaches a discipline where Collaborative Group Work is not typically used and does not think it can be used productively in his/her classroom. > The teacher is not aware of cultural differences and customs that need to be considered in designing group work and preparing students to participate in it. 	<ul style="list-style-type: none"> > Introduce the teacher to pair work (Think/Write/Pair/Share or Turn and Talk) with explicit guidelines and directions for students. > Encourage the teacher to practice Collaborative Group Work in small groups throughout a lesson. > Work with the teacher to find multiple places in the lesson plan in which this work can be embedded. > Ask the teacher to write down (Writing to Learn) what he/she learns about his/her students from their Collaborative Group Work. > Remind the teacher that groups work best when the roles are highly structured and the task is open ended. > Encourage the teacher to keep track of questions that he/she has as a result of doing Collaborative Group Work. 	<ul style="list-style-type: none"> > The teacher has some positive experiences with Collaborative Group Work and begins to see the potential for it in his/her teaching. > The teacher seeks out ideas for collaborative projects and shares practices with other teachers. > The teacher begins to believe and document evidence that Collaborative Group Work can and does accelerate the learning of all students, including English language learners. > The teacher understands how to use Collaborative Group Work as a critical tool for assessing students' understanding. > The teacher begins to see how differences among students can serve as resources in Collaborative Group Work.
Lesson Design	<ul style="list-style-type: none"> > The teacher does not set expectations about how to collaborate before initially breaking students into groups. > The teacher randomly selects groups or allows students to select them. > The teacher does not align group work with learning objectives and goals. > The teacher does not design group work in a way that will ensure that groups work on tasks interdependently. 	<ul style="list-style-type: none"> > Encourage the teacher to create an assignment that requires students to think creatively and critically while working on a meaningful task. > Work with the teacher to develop critical and creative questions for students to answer in small groups based on the lesson goals and objectives. > Provide the teacher with supports for English language learners (e.g., sentence stems, model questions). > Encourage the teacher to assign groups based on mixed abilities and students' strengths, using data to drive decisions. 	<ul style="list-style-type: none"> > The teacher begins to define group roles and assigns each member a task for which to be accountable. > The teacher groups students by mixed abilities, experimenting with different groupings for optimal learning. > The teacher starts out Collaborative Group Work with pairs and trios. > The teacher decides on group size based on the task and student readiness. > The teacher models how to document Collaborative Group Work and to use Writing to Learn as a critical tool for group learning.

	INITIATING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Delivery	<ul style="list-style-type: none"> > The teacher implements Collaborative Group Work, but does not necessarily tie the work into an essential question, big idea, larger unit, or outcome. > The teacher designs lessons with goals and objectives in mind, but does not share them with the students. 	<ul style="list-style-type: none"> > Encourage the teacher to have pairs or triads come up with several ways the goals and objectives of the lesson connect to previous lessons or their own prior knowledge. > Observe a lesson or have the teacher videotape a lesson, then discuss ways to capitalize on strengths and address weaknesses. 	<ul style="list-style-type: none"> > The teacher begins to intentionally connect group work to current unit and content, makes connections to previous learning and creates a context for collaborative group work. > The teacher begins to assess individual accountability of each student in a group. > The teacher more strategically connects Collaborative Group Work to fulfilling learning objectives and goals. > The teacher consciously begins to incorporate the other strategies (e.g., Questioning, Scaffolding, Writing to Learn, Classroom Talk) into group work. > The teacher consciously begins to model and incorporate other protocols into Collaborative Group Work (e.g., structured protocols, Turn and Talk, Rounds).
Classroom Management	<ul style="list-style-type: none"> > The teacher has set up the group work, but not given students enough instruction on what to do within their groups. > The teacher intervenes too much or too little in the groups. > The teacher hands out materials to groups but does not ensure that all students have equal access to these materials. > The teacher has not established routines for arranging group work to maximize the participation of all participants. > The teacher is doing most of the talking. > The teacher answers each student's questions or comments, rather than having students address one another. 	<ul style="list-style-type: none"> > Have the teacher ask students to look back over the instructions they give to one another before Collaborative Group Work and think about how they responded to those instructions. > Encourage the teacher to establish clear routines with students and monitor them until the class uses them with fidelity. > Have the teacher consider times he/she could have refrained from answering a question directly and encourage him/her to consider alternatives. > Encourage the teacher to come up with his/her own ways of monitoring the use of direct instruction as well as ways to replace it with facilitation. 	<ul style="list-style-type: none"> > The teacher has done enough group projects that Collaborative Group Work is becoming routine. > The teacher asks questions and provides additional ways to look at the project or task before solving a group's confusion or answering a question. > The teacher sets up the classroom and allocates materials to ensure that all students have equal access to all materials throughout the lesson.

1.6 COLLABORATIVE GROUP WORK

MOVING FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > The teacher has some positive experiences with Collaborative Group Work and begins to see the potential for group work in his/her teaching. > The teacher seeks out ideas for collaborative projects and shares practices with other teachers. > The teacher begins to believe and document evidence that Collaborative Group Work can and does accelerate the learning of all students, including English language learners. > The teacher understands how to use Collaborative Group Work as a critical tool for assessing student understanding. > The teacher begins to see how differences among students are resources in Collaborative Group Work. 	<ul style="list-style-type: none"> > Build on the teacher's successes by encouraging reflection and more complexity in group projects. > Support the teacher in making direct links between the lesson's goals and objectives and the big ideas and essential questions of the lesson. > Have the teacher review student work from Collaborative Group Work to reflect upon what students are learning through Collaborative Group Work and how it is supporting that learning. > Look at the teacher's work (e.g., lesson plans, assignments) to find links between careful planning of Collaborative Group Work and student learning. > Have the teacher reflect upon ways that Collaborative Group Work has or could further support the work of English language learners. > Discuss ways in which the teacher seeks out Collaborative Group Work opportunities with other staff members. 	<ul style="list-style-type: none"> > The teacher believes that Collaborative Group Work gives all students the opportunity to access and understand content. > The teacher has had many positive experiences with Collaborative Group Work. > The teacher seeks new ideas for deepening Collaborative Group Work practices. > The teacher sees the value of group work in every subject matter including his/her own. > The teacher acts as a facilitator when implementing Collaborative Group Work. > The teacher knows that designing Collaborative Group Work requires detailed planning and preparation. > The teacher understands the essential role that Collaborative Group Work plays for English language learners. > The teacher seeks opportunities to do Collaborative Group Work with other teachers as a vital means of developing themselves as professionals. > The teacher champions Collaborative Group Work, including for English language learners, to Initiating teachers.

		DEVELOPING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Design		<ul style="list-style-type: none"> > The teacher prepares students for how to work collaboratively in a group. > The teacher begins to define group roles and assigns each member a task for which they will be accountable. > The teacher begins to group students according to mixed abilities, experimenting with different groupings to drive optimal learning. > The teacher starts out Collaborative Group Work with small groups such as pairs and trios. > The teacher decides on the number of students in group depending on the task and student readiness. > The teacher models how to document Collaborative Group Work and use Writing to Learn as a critical tool for group learning. 	<ul style="list-style-type: none"> > Have the teacher practice writing down all of the directions they will give to students for Collaborative Group Work, practice giving them, and reflect on how clear and easy to follow they were. > Have the teacher make sure that he/she gives out one direction at a time and checks for understanding by all students of each step in the process. > Have the teacher gradually introduce and model a variety of Collaborative Group Work strategies (e.g., Writing to Learn, Questioning, Classroom Talk, rounds, Numbered Heads, Jigsaw). > Encourage the teacher to use the classroom setup as a means to encourage full participation in Collaborative Group Work (all students are seated so that everyone has equal access to materials and one another). > Show the teacher rubrics or other methods of assessment to use with students or help the teacher revise current assessment methods to reflect more creative and critical thinking. 	<ul style="list-style-type: none"> > The teacher aligns all group work with essential questions, big ideas, learning objectives, and goals of the lesson. > The teacher sets explicit expectations for groups, including expectations for student participation. > The teacher is able to craft lessons with highly structured expectations and highly creative, critical, and meaningful tasks that require students to work interdependently. > The teacher recognizes the ways cultural differences among students may affect their approaches to Collaborative Group Work and plans lessons that address these issues. > The teacher provides all students with ways to support the participation of English language learners in Collaborative Group Work. > The teacher makes students accountable for a collaboratively designed product that demonstrates evidence of individual and whole-group learning. > The teacher explains the purpose of Collaborative Group Work, defines group roles, and has students practice each group role. > The teacher intentionally groups students in heterogeneous groups and designs tasks that promote optimal learning for all. > The teacher is adept at Scaffolding lessons so that all students gain greater facility in working productively in groups.

		DEVELOPING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Delivery		<ul style="list-style-type: none"> > The teacher begins to intentionally connect group work to the current unit and content, makes connections to previous learning, and creates a context for Collaborative Group Work. > The teacher begins to assess individual accountability of each student in a group. > The teacher more strategically connects Collaborative Group Work to fulfilling learning objectives and goals. > The teacher consciously begins to incorporate the other strategies (e.g., Questioning, Scaffolding, Writing to Learn, Classroom Talk) into Collaborative Group Work. > The teacher consciously begins to model and incorporate other protocols into Collaborative Group Work (e.g., structured protocols, Turn and Talk, Rounds). 	<ul style="list-style-type: none"> > Encourage the teacher to gather feedback from students about how well they are meeting Collaborative Group Work expectations and to ask for their own reflections. > Help the teacher review data gathered from formative assessment of students during Collaborative Group Work. > Coach the teacher in using Questioning as a way of moving groups into more complex and critical thinking during Collaborative Group Work. > Work with the teacher to develop diverse Writing to Learn activities to use during Collaborative Group Work. > Encourage the teacher to gather data on how well English language learners are learning through Collaborative Group Work. 	<ul style="list-style-type: none"> > The teacher designs assessments (e.g., rubrics, quizzes, presentations by each member of the group) to evaluate individual and group work. > The teacher intentionally connects group work to the current unit and makes connections to students' previous learning. > The teacher makes the objectives of the assignment clear to students. > The teacher gathers formative data by observing and listening. > The teacher designs lessons that allow him/her to act as facilitator, circulating through groups and formatively assessing student productivity. > The teacher expects students to demonstrate their learning in Collaborative Group Work with written documentation. > The teacher requires students to assess their participation in the group as contributors and facilitators.

		DEVELOPING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Classroom Management		<ul style="list-style-type: none"> > The teacher has done enough group projects that Collaborative Group Work is becoming routine. > The teacher asks questions and provides additional ways to look at the project or the task before solving a group's confusion or question. > The teacher sets up the classroom and allocates materials to ensure that all students have equal access to all materials throughout the lesson. 	<ul style="list-style-type: none"> > Encourage the teacher to share his/her work in Collaborative Group Work with other teachers, and share his/her challenges and strengths. > Encourage the teacher to continue to raise student expectations during Collaborative Group Work and the tasks they complete in that work. > Ask the teacher to document his/her movement from direct instructor to facilitator and to reflect on what he/she has learned from that. > Encourage the teacher to invite other teachers into the classroom to observe Collaborative Group Work and provide constructive feedback. 	<ul style="list-style-type: none"> > The teacher is a facilitator of the Collaborative Group Work process. > The teacher engages in Questioning with students to move them further along without providing answers. > The teacher uses formative assessment throughout Collaborative Group Work to address misconceptions and problems as soon as they arise.

2.

WRITING TO LEARN

Through Writing to Learn, students can develop their ideas, critical thinking abilities, and writing skills. Writing to Learn enables students to experiment with writing and increase their mastery of written conventions. Writing to Learn increases equity within the classroom since students have time to try out ideas in low-stakes activities. Writing to Learn can also be used as formative assessment and as a way to scaffold mid- and high-stakes writing assignments and tests.

2.1 INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > Students resist writing in subjects other than the humanities. > Students lack confidence in their abilities to address the topic or respond to the prompt. > Students do not see the connection among writing, thinking, and learning in all subjects. > Students think writing is primarily mastering the conventions (spelling and grammar). 	<ul style="list-style-type: none"> > Students begin to see that writing extends beyond one discipline and understand that it helps them access all subjects. > Students begin to understand that Writing to Learn helps them learn content and become increasingly engaged in the learning process. 	<ul style="list-style-type: none"> > Students know and expect that Writing to Learn will help them to clarify their learning and articulate new and complex information. > Students internalize Writing to Learn strategies to scaffold their own learning. > Students do Writing to Learn on their own by keeping journals and/or writing to help them understand what they know and what they need to know.
Lesson Design	<ul style="list-style-type: none"> > Students do not see the connection between writing and their learning. > Students are worried about grammar and mechanics, which causes a lull in writing. > Students complete the writing task, but may not draw upon it to complete other related assignments. 	<ul style="list-style-type: none"> > Students begin to expect that writing is an essential part of their classroom learning. > Students begin to understand the connection between what they write and how and what they learn in a given lesson. > Students begin to use their low-stakes writing to scaffold to other activities and learning. 	<ul style="list-style-type: none"> > Students expect to write regularly and begin writing with minimal prompting from the teacher. They write clear and appropriate responses and questions to the topic or prompt. They can articulate the connection between what they are writing and what they are learning or what they need to learn. > Students understand that Writing to Learn is an important part of their learning process and they draw upon it as needed. They use writing to reflect, analyze, and clarify their thinking. > Students consistently use their low-stakes writing to scaffold to higher-stakes writing assignments.

STAGES			
INITIATING		DEVELOPING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> > Students have trouble differentiating between Writing to Learn and high-stakes writing, so they do not appropriately refine their higher-stakes writing. > Students are overly concerned with getting “right” answers and are uncomfortable thinking in different or creative ways. 	<ul style="list-style-type: none"> > Students write in a thoughtful manner, focusing more on content and less on spelling and grammar. > Students begin to take more risks with their writing and feel more comfortable with Writing to Learn. > Students continue to be concerned with getting “right” answers, but take more chances with their writing. > Students begin to show some improvement in their high-stakes writing assignments. > Students see the links between Writing to Learn and improvements in their writing for assessment. > Students try an increased number of genres and approaches to writing in Writing to Learn. 	<ul style="list-style-type: none"> > Students are comfortable tackling higher-stakes assignments and show progress toward more sophisticated writing. > Students share their writing and use it to scaffold to Classroom Talk, Collaborative Group Work, and higher-stakes assignments. > Students use writing for self-discovery and assessment. > Students see how different Writing to Learn pieces can be used as a group to help them structure longer pieces of writing. > Students use skills developed in Writing to Learn activities when engaging in mid- and high-stakes assignments. > Students show measurable improvement in their high-stakes writing assignments, and there is evidence of using Writing to Learn to improve their writing for assessment.
	<ul style="list-style-type: none"> > Students do not write, write very little, or lose focus on writing. > Students draw the teacher or other students into sustained verbal interaction to avoid writing. > Students feel uncomfortable sharing their low-stakes writing with others or the teacher. 	<ul style="list-style-type: none"> > Students get their thinking on paper and write increasingly clear and appropriate responses to the topic or prompt without interrupting anyone. > Students use their writing to help scaffold their participation in classroom discussions and in other writing tasks. > Students are more comfortable with sharing their writing either by reading it to the class or via peer review. 	<ul style="list-style-type: none"> > Students immediately begin writing with minimal prompting from the teacher and are focused on their writing until told to stop. > Students develop stamina in their writing; they recognize that thinking about complex ideas requires extensive writing. > Students expect to and consistently volunteer to share their writing. > Students are eager to participate in discussions, peer review activities, and other higher-stakes written work based on their writing.
Classroom Management			

2.2 WRITING TO LEARN

MOVING FROM **INITIATING** TO **DEVELOPING**: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> > Students resist writing in subjects other than the humanities. > Students lack confidence in their abilities to address the topic or respond to the prompt. > Students do not see the connection among writing, thinking, and learning in all subjects. > Students think writing is primarily mastering the conventions (spelling and grammar). 	<ul style="list-style-type: none"> > Ask students to brainstorm possible answers to an interesting set of questions or to elicit their prior knowledge about the lesson's essential question. > Explain that writing is thinking; it helps get ideas out and keeps a running record of them. Model this explanation. > Encourage students to start writing and not worry about right or wrong answers, spelling, or grammar. 	<ul style="list-style-type: none"> > Students begin to see that writing extends beyond one discipline and understand that it helps them access all subjects. > Students begin to understand that Writing to Learn helps them learn content and become increasingly engaged in the learning process.
Lesson Design	<ul style="list-style-type: none"> > Students do not see the connection between writing and their learning. > Students are worried about grammar and mechanics, which causes a lull in writing. > Students complete the writing task, but may not draw upon it to complete other related assignments. 	<ul style="list-style-type: none"> > Use a variety of Writing to Learn activities to help students learn, express, and clarify content. > Provide support (e.g., examples, sentence starters) so all students have an entry point. > Explain that conventions are a small part of writing to consider after ideas are on the page. > Require students to consistently review notes and use them as a record of their learning. > Explain that Writing to Learn helps students understand and synthesize key concepts and draw upon prior knowledge. > Make Writing to Learn informal, ungraded, exploratory, and impromptu. > Have students revise original Writing to Learn activities based on what they learned during the lesson. Have them notice how their initial thinking may have been off base or incomplete but helped them get to new knowledge. 	<ul style="list-style-type: none"> > Students begin to expect that writing is an essential part of their classroom learning. > Students begin to understand the connection between what they write and how and what they learn in a given lesson. > Students begin to use their low-stakes writing to scaffold to other activities and learning.

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Attainment	<ul style="list-style-type: none"> > Students have trouble differentiating between Writing to Learn and high-stakes writing, so they do not appropriately refine their higher-stakes writing. > Students are overly concerned with getting “right” answers and are uncomfortable thinking in different or creative ways. 	<ul style="list-style-type: none"> > Have students create a journal for Writing to Learn assignments. Explain that they will use it to keep track of their thinking throughout the unit. > Model the difference between Writing to Learn and high-stakes writing. Explicitly differentiate between the two by showing examples or modeling the process. > Show students how to use Writing to Learn to develop high-stakes writing pieces. > Explain that Writing to Learn is about thinking, not right answers, grammar, or mechanics. Reward all thoughts, whether “correct” or not. 	<ul style="list-style-type: none"> > Students write in a thoughtful manner, focusing more on content and less on spelling and grammar. > Students begin to take more risks with their writing and feel more comfortable with Writing to Learn. > Students continue to be concerned with getting “right” answers, but take more chances with their writing. > Students begin to show some improvement in their high-stakes writing assignments. > Students see the links between Writing to Learn and improvements in their writing for assessment. > Students try an increased number of genres and approaches to writing in Writing to Learn.
Classroom Management	<ul style="list-style-type: none"> > Students do not write, write very little, or lose focus on writing. > Students draw the teacher or other students into sustained verbal interaction to avoid writing. > Students feel uncomfortable sharing their low-stakes writing with others or the teacher. 	<ul style="list-style-type: none"> > Reiterate that there are no right or wrong answers and give a time limit. Start out with three- to five-minute activities (some can be even shorter) and challenge students to write whatever comes to mind without stopping. > Challenge students to develop their stamina in writing—how long they can focus on writing. Go beyond and build on their initial response. > Model or role play with students how to effectively listen without evaluating writing. In feedback, make sure the teacher is also modeling non-evaluative feedback. > Give students sentence stems and frameworks for evaluating one another’s work in a nonjudgmental manner. > Refuse a verbal discussion and redirect positive attention to student writing. 	<ul style="list-style-type: none"> > Students get their thinking on paper and write increasingly clear and appropriate responses to the topic or prompt without interrupting anyone. > Students use their writing to help scaffold their participation in classroom discussions and in other writing tasks. > Students are more comfortable with sharing their writing either by reading it to the class or via peer review.

2.3 WRITING TO LEARN

MOVING FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > Students begin to see that writing extends beyond one discipline and understand that it helps them access all subjects. > Students begin to understand that Writing to Learn helps them learn content and become increasingly engaged in the process. 	<ul style="list-style-type: none"> > Continue to build on students' accomplishments by providing daily Writing to Learn activities and being non-evaluative about their writing. > Continue to reward good thinking and not what is formally considered good writing. > Begin to prompt students to consider how Writing to Learn supports their learning: What have they noticed? How do they use Writing to Learn? 	<ul style="list-style-type: none"> > Students know and expect that Writing to Learn will help them to clarify their learning and articulate new and complex information. > Students internalize Writing to Learn strategies to scaffold their own learning. > Students do Writing to Learn on their own by keeping journals and/or writing to help them understand what they know and what they need to know.
Lesson Design	<ul style="list-style-type: none"> > Students begin to expect that writing is an essential part of their classroom learning. > Students begin to understand the connection between what they write and how and what they learn in a given lesson. > Students begin to use their low-stakes writing to scaffold to other activities and learning. 	<ul style="list-style-type: none"> > Continue to plan activities that meld different strategies together, such as Writing to Learn to prepare for Collaborative Group Work or Classroom Talk. > Continue to use students' journals or dedicated notebook area for their Writing to Learn work. > Make explicit connections between low-stakes writing and later writing assignments that are high stakes. > Commit to making Writing to Learn a daily practice so students create writing rituals that support their intellectual work. > Have students add to/change/reflect on their Writing to Learn work throughout a class. Encourage them to see writing as a record of their increasing ability to understand a concept. > Provide graphic organizers that help students organize their thinking and record their ideas in a systematic way. > Use exemplary student practice as models for other students at the Initiating or Developing stages. > Prepare students for the integration of technology by using blogs or online journals. 	<ul style="list-style-type: none"> > Students expect to write regularly and begin writing with minimal prompting from the teacher. They write clear and appropriate responses and questions to the topic or prompt. They can articulate the connection between what they are writing and what they are learning or what they need to learn. > Students understand that Writing to Learn is an important part of their learning process and they draw upon it as needed. They use writing to reflect, analyze, and clarify their thinking. > Students consistently use their low-stakes writing work to scaffold to other activities, learning, and to higher-stakes writing assignments.

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> > Students write in a thoughtful manner, focusing more on content and less on spelling and grammar. > Students begin to take more risks with their writing and feel more comfortable with Writing to Learn. > Students continue to be concerned with getting “right” answers, but take more chances with their writing. > Students begin to show some improvement in their high-stakes writing assignments. > Students see the links between Writing to Learn and improvements in their writing for assessment. > Students try an increased number of genres and approaches to writing in Writing to Learn. 	<ul style="list-style-type: none"> > Refuse to give a “right” answer. Validate unique, original ideas through oral and written feedback. Emphasize the inherent value of thinking on paper. > Write with students during Writing to Learn activities and share writing as appropriate in order to encourage risk-taking and continued critical thinking. > Coach students in using Writing to Learn as a self-assessment strategy. > Ask students to be explicit about how they are drawing upon their prior knowledge by incorporating more reflective activities, such as Questioning and Classroom Talk. 	<ul style="list-style-type: none"> > Students are comfortable tackling higher-stakes assignments and show progress toward more sophisticated writing. > Students share their writing and use it to scaffold to Classroom Talk, Collaborative Group Work, and higher-stakes assignments. > Students use writing for self-discovery and assessment. > Students see how different Writing to Learn pieces can be used as a group to help them structure longer pieces of writing. > Students use skills developed in Writing to Learn activities when engaging in mid- and high-stakes assignments. > Students show measurable improvement in their high-stakes writing assignments and there is evidence of using Writing to Learn to improve their writing for assessment.
Classroom Management	<ul style="list-style-type: none"> > Students get their thinking on paper and write increasingly clear and appropriate responses to the topic or prompt without interrupting anyone. > Students use their writing to help scaffold their participation in classroom discussions and in other writing tasks. > Students are more comfortable with sharing their writing either by reading it to the class or via peer review. 	<ul style="list-style-type: none"> > Add variety to Writing to Learn assignments to keep students engaged in the process. > Have students write to authentic audiences and for “real” tasks connected to the world outside the classroom. 	<ul style="list-style-type: none"> > Students immediately begin writing with minimal prompting from the teacher and are focused on their writing until told to stop. > Students develop stamina in their writing; they recognize that thinking about complex ideas requires extensive writing. > Students expect to and consistently volunteer to share their writing. > Students are eager to participate in discussions, peer review activities, and other higher-stakes written work based on their writing.

2.4 WRITING TO LEARN

INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

STAGES			
INITIATING		DEVELOPING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > The teacher has had unproductive or little experience with Writing to Learn and is reluctant to try. > The teacher teaches a discipline where writing is not typically used and is not sure it can be successfully implemented. > The teacher limits Writing to Learn to exit tickets and warm ups. > The teacher does not understand the connection between Writing to Learn and fulfilling learning objectives for students. > The teacher is not confident about his/her own writing and is reluctant to model Writing to Learn activities. 	<ul style="list-style-type: none"> > The teacher begins to employ Writing to Learn to help students understand what and how they are learning. > The teacher uses Writing to Learn to engage students in his/her subject area. > The teacher believes that Writing to Learn is a good strategy for getting students to learn content. > The teacher begins to feel confident in his/her own writing and is willing to model it during Writing to Learn activities. > The teacher uses Writing to Learn in his/her own development as a professional and learner. 	<ul style="list-style-type: none"> > The teacher believes Writing to Learn helps students clarify their thinking and reinforce and organize content knowledge. > The teacher uses Writing to Learn as a before-class prompt and a mid-class scaffold to the lesson's learning objectives to allow students to respond to one another or a text or to clarify their thinking. > The teacher champions Writing to Learn, including for English language learners, to Initiating teachers. > The teacher is a confident writer in modeling Writing to Learn activities. > The teacher understands how Writing to Learn encourages reflection and complex thinking. > The teacher uses Writing to Learn as a way of ensuring equity and giving time for students to gather their thoughts and develop their ideas.
	<ul style="list-style-type: none"> > The teacher does not design lessons that employ Writing to Learn to meet unit objectives. > The teacher occasionally plans for a Writing to Learn activity during class time. > Writing to Learn is limited to a "do now" or an exit ticket. 	<ul style="list-style-type: none"> > The teacher sets expectations around what Writing to Learn is and what it is not. > The teacher begins to plan a daily Writing to Learn activity to scaffold and/or develop student learning. > The teacher uses a variety of Writing to Learn activities as an introduction to a topic or as a reflection of learning. > The teacher begins to see the connection between designing lessons around big ideas and essential questions and substantive, interesting Writing to Learn activities. > The teacher begins to design Writing to Learn activities as a formative assessment tool. 	<ul style="list-style-type: none"> > The teacher strategically assigns writing activities to help build and assess student learning. > The teacher dedicates class time for student reflection, analysis, and Questioning through Writing to Learn. > The teacher plans for a range of writing activities, from low to high stakes, to ensure student engagement. > The teacher designs lessons around big ideas/essential questions and substantive, interesting writing activities. > The teacher regularly uses Writing to Learn as a formative assessment tool and is able to use it to adjust instruction during and after a lesson.

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Lesson Delivery	<ul style="list-style-type: none"> > The teacher presents writing topics or prompts at the start or end of class. > The teacher begins to develop topics or prompts that connect to personal experience and/or new content. > The teacher occasionally provides evaluative feedback to students on their writing. 	<ul style="list-style-type: none"> > The teacher presents a writing topic or prompt as a starting or closing activity as well as at other times during the lesson. > The teacher is clear about how Writing to Learn enhances the objectives of the lesson. > The teacher begins to model a variety of genres and approaches to writing in Writing to Learn activities. > The teacher begins to intentionally connect Writing to Learn to the current unit and content and makes connections to previous learning. > The teacher begins to incorporate the other strategies (e.g., Questioning, Scaffolding, Collaborative Group Work, Classroom Talk) into Writing to Learn activities. > The teacher sees an increase in participation during Classroom Talk because of Writing to Learn. 	<ul style="list-style-type: none"> > The teacher not only uses Writing to Learn as daily low-stakes writing activities, but also as scaffolds to high-stakes writing, such as formal essays and papers. > The teacher articulates to students how writing enhances the objectives of the lesson. > The teacher gathers formative data by reviewing Writing to Learn activities to identify where students are having difficulties in understanding the big ideas and major concepts of the lesson. > The teacher models a variety of genres and approaches in Writing to Learn activities. > The teacher incorporates the other instructional strategies with Writing to Learn. > The teacher continues to see an increase in participation during Classroom Talk and other activities because of Writing to Learn.
Classroom Management	<ul style="list-style-type: none"> > The teacher moves quickly away from a Writing to Learn activity in favor of other more comfortable assignments. > The teacher sets short time limits (e.g., three or five minutes) for students to write and extends time if students are working productively. 	<ul style="list-style-type: none"> > The teacher has done enough Writing to Learn that it is becoming routine. > The teacher provides regular feedback during the course of an activity. > The teacher sometimes sets aside time for students to share their writing after an activity, such as asking for volunteers to read their writing or incorporating peer review. 	<ul style="list-style-type: none"> > The teacher consistently provides opportunities for students to read or share their work and get feedback after the Writing to Learn activity. > The teacher uses the other strategies to make connections from student writing to the lesson, such as Questioning students based on their writing, using the writing to scaffold to higher-stakes writing, or moving into a Collaborative Group Work project.

2.5 WRITING TO LEARN

MOVING FROM **INITIATING** TO **DEVELOPING**: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> > The teacher has had unproductive or little experience with Writing to Learn and is reluctant to try. > The teacher teaches a discipline where writing is not typically used and is not sure it can be successfully implemented. > The teacher limits Writing to Learn to warm ups and exit tickets. > The teacher does not understand the connection between Writing to Learn and fulfilling learning objectives for students. > The teacher is not confident about his/her own writing and is reluctant to model Writing to Learn activities. 	<ul style="list-style-type: none"> > Emphasize to the teacher that writing should be part of students' entire academic experience. Writing promotes learning—in all subject areas. > Model or co-teach a Writing to Learn lesson and explicitly discuss how Writing to Learn can help a teacher understand how well students grasp a concept. > Encourage the teacher to be creative in planning Writing to Learn activities for his/her students (e.g., using poetry in science, a short story or fictional autobiography in history, or a riddle in mathematics). 	<ul style="list-style-type: none"> > The teacher begins to employ Writing to Learn to help students understand what and how they are learning. > The teacher uses Writing to Learn to engage students in his/her subject area. > The teacher believes that Writing to Learn is a good strategy for getting students to learn content. > The teacher begins to feel confident in his/her own writing and is willing to model it during Writing to Learn activities. > The teacher uses Writing to Learn in his/her own development as a professional and a learner.
Lesson Design	<ul style="list-style-type: none"> > The teacher does not design lessons that employ the Writing to Learn strategy to meet unit objectives. > The teacher occasionally plans for a Writing to Learn activity during class time. > Writing to Learn is limited to a "do now" or an exit ticket. 	<ul style="list-style-type: none"> > Help the teacher analyze students' Writing to Learn work to see where gaps are in student understanding, thus using it as a powerful form of formative assessment. > Help the teacher plan lessons that fulfill learning objectives and respond to learning gaps students express in their prompts. > Emphasize to the teacher that the development of student ideas and opinions is the focus of Writing to Learn, and to resist leading student thinking. > Help the teacher develop Writing to Learn activities that are based on higher-order thinking and that ask students to hypothesize, analyze, speculate, make inferences, etc. > Work with the teacher to plan lessons that incorporate the other strategies with Writing to Learn activity. 	<ul style="list-style-type: none"> > The teacher sets expectations around what Writing to Learn is and is not. > The teacher begins to plan a daily Writing to Learn activity to scaffold and/or develop student learning. > The teacher uses a variety of Writing to Learn activities as an introduction to a topic or a reflection of learning. > The teacher begins to see the connection between designing lessons around big ideas and essential questions and substantive, interesting Writing to Learn activities. > The teacher begins to design Writing to Learn activities as formative assessment tools.

	INITIATING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Delivery	<ul style="list-style-type: none"> > The teacher presents writing topics or prompts at the start or end of class. > The teacher begins to develop topics or prompts that connect to personal experience and/or new content. > The teacher occasionally provides evaluative feedback to students on their writing. 	<ul style="list-style-type: none"> > Model other in-class writing exercises (e.g., journals, reading responses, letters, emails, blogs). > Role play giving non-evaluative feedback to students. Help the teacher parse what students are saying about what they need to know. > Have the teacher begin with low-stakes writing that demonstrates that good thinking is not assessed for grammar, punctuation, or spelling. > Remind the teacher that he/she is asking students to use writing to demonstrate their understanding of their course content material. The teacher is still the course content expert. > Encourage the teacher to have students read a variety of texts connected to the lesson objectives and have students analyze the text features and strengths of these exemplars. > Provide students with models they can use when beginning their writing. 	<ul style="list-style-type: none"> > The teacher presents a writing topic or prompt as a starting or closing activity as well as at other times during the lesson. > The teacher is clear about how the writing enhances the objectives of the lesson. > The teacher begins to model a variety of genres and approaches to writing in Writing to Learn activities. > The teacher begins intentionally to connect Writing to Learn to the current unit and content and makes connections to previous learning. > The teacher begins to incorporate the other strategies, (e.g., Questioning, Scaffolding, Collaborative Group Work, Classroom Talk) into Writing to Learn activities. > The teacher sees an increase in participation during Classroom Talk because of Writing to Learn.
Classroom Management	<ul style="list-style-type: none"> > The teacher moves quickly away from a Writing to Learn activity in favor of other more comfortable assignments. > The teacher sets short time limits (e.g., three or five minutes) for students to write and may extend time if students are working productively. 	<ul style="list-style-type: none"> > Encourage the teacher to follow Writing to Learn activities by creating a safe environment so students can express what they have written. > Share protocols to use in class for students to share their writing in a constructive environment. > Encourage the teacher to build on his/her writing activities by adding variety to the assignments and allowing more time for reflection and processing. > Encourage the teacher to write when students are writing and share his/her writing with students. 	<ul style="list-style-type: none"> > The teacher has done enough Writing to Learn that it is becoming routine. > The teacher provides regular feedback to students during the course of an activity. > The teacher sometimes sets aside time for students to share their writing after an activity, such as asking for volunteers to read their writing or incorporating peer review.

2.6 WRITING TO LEARN

MOVING FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > The teacher begins to employ Writing to Learn to help students understand what and how they are learning. > The teacher uses Writing to Learn to engage students in his/her subject area. > The teacher believes that Writing to Learn is a good strategy for getting students to learn content. > The teacher begins to feel confident in his/her own writing and can model it during Writing to Learn activities. > The teacher uses Writing to Learn in his/her own development as a professional and learner. 	<ul style="list-style-type: none"> > Encourage the teacher to use Writing to Learn as a formative assessment tool in order to gauge how students understand the main lesson concepts. > Reflect with the teacher on how to create Writing to Learn activities that focus on higher-order thinking and that answer higher-order questions. > Remind the teacher that many students take remedial writing in college. Show them college-level writing in order to discuss and plan how low-stakes writing can be scaffolded to high-stakes writing. 	<ul style="list-style-type: none"> > The teacher believes Writing to Learn helps students clarify thinking, and reinforce and organize knowledge. > The teacher uses Writing to Learn as a before-class prompt and a mid-class scaffold to allow students to respond to one another or a text. > The teacher champions Writing to Learn, including for English language learners, to Initiating teachers. > The teacher is a confident writer in modeling Writing to Learn. > The teacher uses Writing to Learn to ensure equity by giving students time to gather their thoughts and develop ideas.
Lesson Design	<ul style="list-style-type: none"> > The teacher sets expectations around what Writing to Learn is and what it is not. > The teacher begins to plan a daily Writing to Learn activity to scaffold and/or develop student learning. > The teacher uses a variety of Writing to Learn activities as an introduction to a topic or a reflection of learning. > The teacher begins to see the connection between designing lessons around big ideas and essential questions and substantive, interesting Writing to Learn activities. > The teacher begins to design Writing to Learn activities as a formative assessment tool. 	<ul style="list-style-type: none"> > Ask the teacher to focus on writing as a critical learning tool; it encourages reflection and helps students focus on their thinking, better articulate and organize their thoughts, and keep a running record on the development of their thinking. > Analyze student work with the teacher and determine how this formative assessment can help plan the scaffolds different students need to move forward in their writing and understanding of central lesson concepts. > Plan with the teacher a series of writing activities that moves students from low-stakes writing to high-stakes writing focused on one big idea. > Encourage the teacher to build on successes and incorporate Writing to Learn several times in one lesson, especially when students need time to consider a higher-order thinking question or to brainstorm ways to work through a problem or text. 	<ul style="list-style-type: none"> > The teacher strategically assigns writing activities to help build and assess learning. > The teacher dedicates class time for student reflection, analysis, and Questioning through Writing to Learn. > The teacher plans for a range of writing activities, from low to high stakes, to ensure student engagement. > The teacher makes students accountable for their Writing to Learn activities and prompts. > The teacher designs lessons around big ideas/essential questions and substantive, interesting writing activities. > The teacher regularly uses Writing to Learn as a formative assessment tool and can use it to adjust instruction during and after a lesson.

	DEVELOPING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Delivery	<ul style="list-style-type: none"> > The teacher presents a writing topic or prompt as a starting or closing activity as well as at other times during the lesson. > The teacher is clear about how the writing enhances the objectives of the lesson. > The teacher begins to model a variety of genres and approaches to writing in Writing to Learn activities. > The teacher begins intentionally to connect Writing to Learn to the current unit and content and makes connections to previous learning. > The teacher begins to incorporate the other strategies, (e.g., Questioning, Scaffolding, Collaborative Group Work, Classroom Talk) into Writing to Learn activities. > The teacher sees an increase in participation during Classroom Talk because of Writing to Learn. 	<ul style="list-style-type: none"> > Encourage the teacher to call on students to read exactly what they have written. Doing so forces students to pay attention to how they have stated their ideas, makes them take responsibility for their ideas, and encourages them to look at their written words. > Encourage the teacher to call on several students, which allows for a variety of responses. The teacher can use this activity for students to make their own connections among responses. > Encourage the teacher to continue writing and sharing his/her writing with the students. > Encourage the teacher to document his/her lessons and keep student work that takes students from low-stakes to high-stakes writing in order to share successes and lessons learned with other teachers. 	<ul style="list-style-type: none"> > The teacher not only uses Writing to Learn as daily low-stakes writing activities, but also as scaffolds to high-stakes writing, such as formal essays and papers. > The teacher articulates to students how their writing enhances the objectives of the lesson. > The teacher gathers formative data by reviewing Writing to Learn activities to identify where students may be having difficulties in understanding the big ideas and major concepts of the lesson. > The teacher models a variety of genres and approaches in Writing to Learn activities. > The teacher incorporates the other instructional strategies with Writing to Learn. > The teacher continues to see an increase in participation during Classroom Talk and other activities because of Writing to Learn.
Classroom Management	<ul style="list-style-type: none"> > The teacher has done enough Writing to Learn that it is becoming routine. > The teacher provides regular feedback during the course of an activity. > The teacher sometimes sets aside time for students to share their writing after an activity, such as asking for volunteers to read their writing or incorporating peer review. 	<ul style="list-style-type: none"> > Help the teacher incorporate technology into Writing to Learn activities. > Work with the teacher to develop routines for students to actively listen and provide focused feedback to other students at the end of a Writing to Learn activity. > Give feedback to the teacher on the engagement of students during a Writing to Learn activity and brainstorm ways to build stamina among all students to continue their writing beyond their initial ideas and to see writing as a potent way to process and explore one's thinking, take risks, develop lines of inquiry, etc. 	<ul style="list-style-type: none"> > The teacher consistently provides opportunities for students to read or share their work and get feedback after the Writing to Learn activity. > The teacher uses the other strategies to make connections from student writing to the lesson, such as Questioning students based on their writing, using the writing to scaffold to higher-stakes writing, or moving into a Collaborative Group Work project.

3.

SCAFFOLDING

Scaffolding helps students to connect prior knowledge and experience with new information and ideas. Teachers use information from assessments of prior knowledge to plan a careful sequence of activities that continually links that knowledge and understanding to new knowledge and skill attainment. Teachers challenge students, step by step, with increasingly more difficult tasks and concepts to ensure they are continuously learning.

3.1 INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > Students look to the teacher as an expert and struggle to make their own connections to the content. > Students do not believe they possess prior knowledge that can be used as a powerful tool to help them learn new ideas, skills, and understandings. > Students have had few experiences in school of mastering tasks or skills that were initially difficult for them. > Students are reluctant to try any new tasks that appear difficult at first. 	<ul style="list-style-type: none"> > Students understand the need to make connections to their own knowledge and previous learning. > Students begin to interpret the subject and each lesson's essential question and big idea in a way that is meaningful to them. > Students begin to understand that prior knowledge is not limited to "school knowledge" but can be drawn from family and cultural experiences as well. > Students begin to understand that learning does not usually come in a flash but builds up gradually and is a result of many connected, increasingly more difficult new learnings. 	<ul style="list-style-type: none"> > Students are self-directed in the learning process and create their own scaffolds. > Students believe they possess prior knowledge that they can use to help them learn new ideas and skills and gain understandings. > Students are heard saying, "Oh, that's like the time . . ." or "Remember when we learned about . . ." > Students believe that Scaffolding is key to their acquisition of (new) knowledge. > Students are persistent with difficult tasks and excited about facing new challenges.
Lesson Design	<ul style="list-style-type: none"> > Students begin to share previous knowledge but may not connect it to the lesson. > Students follow the scaffolds provided by the teacher and begin to use graphic organizers and other tools to scaffold their learning. > Students interact with the resources and materials chosen by the teacher. 	<ul style="list-style-type: none"> > Students share previous knowledge, make connections, and begin to create their own scaffolds. > Students make their own connections and begin to choose the tools and organizers they use to make those connections. > Students begin to play a role in identifying and choosing resources and materials to access new information. 	<ul style="list-style-type: none"> > Students build rich and complex connections between their prior knowledge and new information. > Students access new information by making connections, asking questions, creating visual representations, and using Classroom Talk and Writing to Learn. > Students identify and choose resources and materials to access new information.

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> > Students make surface-level connections to previous and new learning. > Students begin to use scaffolds (e.g., guiding questions, graphic organizers) to help them connect their prior knowledge and experience to new content and texts. 	<ul style="list-style-type: none"> > Students begin to articulate how and what Scaffolding helps them learn. > Students begin to engage with content at greater levels of sophistication. > Students begin to produce increasingly high-quality work as a result of Scaffolding. > Students' efforts begin to produce work that meets or exceeds expectations as a result of Scaffolding. > Students use scaffolds (e.g., guiding questions, graphic organizers) to help them connect their prior knowledge and experience to new content and texts. > Students begin to differentiate scaffolds to organize their thinking and/or manage their time. > Students begin to understand how all strategies help scaffold their learning. 	<ul style="list-style-type: none"> > Students can articulate how Scaffolding helps them attain new and more complex knowledge. > Students make explicit and implicit connections among concepts, texts, their own lives, and the world in service of their learning. > Students engage with content at greater levels of sophistication. > Students produce work that exceeds expectations, showing evidence of Scaffolding. > Students choose their own scaffolds to complete activities and assignments (e.g., outlines, notes, graphic organizers, drafts of essays). > Students use scaffolds to organize their thinking and/or manage their time. > Students know and can articulate how all instructional strategies scaffold and heighten their learning.
Classroom Management	<ul style="list-style-type: none"> > Students engage and begin to make connections between their prior knowledge and experience and new information with prompting from the teacher. > Students begin to work collaboratively to access prior information. 	<ul style="list-style-type: none"> > Students scaffold their learning, making their own connections with limited prompting from the teacher. > Students share their knowledge and experience and respond to one another with questions and active discussion that build their learning. 	<ul style="list-style-type: none"> > Students scaffold their learning without prompting from the teacher and use scaffolds as part of their own learning process. > Students actively question and respond to one another verbally in order to scaffold their own learning. > Students collectively draw on whole-class knowledge and experience to make meaning of new information. > Students develop a common language and refer to shared experiences and what they have learned together. > Students question other students who are still struggling to help them draw upon prior knowledge and link it to essential questions and major concepts of the lesson.

3.2 SCAFFOLDING

MOVING FROM **INITIATING** TO **DEVELOPING**: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> > Students look to the teacher as an expert and struggle to make their own connections to the content. > Students do not believe they possess prior knowledge that can be used as a powerful tool to help them learn new ideas, skills, and understandings. > Students have had few experiences in school of mastering tasks or skills that were initially difficult for them. > Students are reluctant to try any new tasks that appear difficult at first. 	<ul style="list-style-type: none"> > Encourage all students to find a link between their prior knowledge and background and the goals and objectives, essential questions, and big ideas of the lesson/unit. > Explicitly articulate the theory of learning behind Scaffolding (working in the zone of proximal development) and ask students for examples from their own lives. 	<ul style="list-style-type: none"> > Students understand the need to make connections to their own knowledge and previous learning. > Students begin to interpret the subject and each lesson's essential question and big idea in a way that is meaningful to them. > Students begin to understand that prior knowledge is not limited to "school knowledge" but can be drawn from family and cultural experiences as well. > Students begin to understand that learning does not usually come in a flash but builds up gradually and is a result of many connected, increasingly more difficult new learnings.
Lesson Design	<ul style="list-style-type: none"> > Students begin to share previous knowledge but may not connect it to the lesson. > Students follow the scaffolds provided by the teacher and begin to use graphic organizers and other tools to scaffold their learning. > Students interact with the resources and materials chosen by the teacher. 	<ul style="list-style-type: none"> > Design activities to elicit students' prior knowledge of and interest in the subject and the unit's essential questions. Include connections to family, culture, media, etc. > Use diverse materials and multiple entry points to provide motivation and a way into the lesson using students' prior knowledge and experiences. > Carefully choose and plan the sequence of problems, texts, or activities so that students move from easy to more difficult, stage by stage, making each step build on the last while adding a new challenge that stretches their thinking. > Check for understanding from each student before moving to the next stage. If confusion remains, provide a different example or entry point. 	<ul style="list-style-type: none"> > Students share previous knowledge, make connections, and begin to create their own scaffolds. > Students make their own connections and begin to choose the tools and organizers they use to make those connections. > Students begin to play a role in identifying and choosing resources and materials to access new information.

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Attainment	<ul style="list-style-type: none"> > Students make surface-level connections to previous and new learning. > Students begin to use scaffolds (e.g., guiding questions, graphic organizers) to help them connect their prior knowledge and experience to new content and texts. 	<ul style="list-style-type: none"> > Explain where the term “scaffolding” comes from, ask if students have ever seen it, and ask for examples of how they have learned something from a beginner level to an expert level. > Model the difference between a surface-level connection and a robust connection to new learning. > Use graphic organizers, Writing to Learn, and other tools to show students how they can visually represent ideas; then help them select those that best help organize their thinking. > Choose materials from different reading levels so all students can access new information. > Explicitly teach the text features and organizing principles behind different genres, problems, or texts and how to use them to make learning easier. 	<ul style="list-style-type: none"> > Students are beginning to articulate how and what Scaffolding helps them learn. > Students begin to engage with content at greater levels of sophistication. > Students begin to produce increasingly high-quality work that results from Scaffolding. > Students’ efforts begin to produce work that meets or exceeds expectations as a result of effective Scaffolding. > Students use scaffolds (e.g., guiding questions, graphic organizers) to help them connect their prior knowledge and experience to new content and texts. > Students begin to differentiate scaffolds to organize their thinking and/or manage their time. > Students begin to understand how all strategies help scaffold their learning.
Classroom Management	<ul style="list-style-type: none"> > Students engage and begin to make connections between their prior knowledge and experience and new information with prompting from the teacher. > Students begin to work collaboratively to access prior information. 	<ul style="list-style-type: none"> > Help students discover the next step in learning they need to take at each step toward mastering by reinforcing Questioning, accessing prior knowledge, Writing to Learn, etc. > Encourage students to see their peers as active collaborators in learning new tasks and ideas. 	<ul style="list-style-type: none"> > Students scaffold their learning, making their own connections with limited prompting from the teacher. > Students share their knowledge and experience and respond to one another with questions and active discussion that build their learning.

3.3 SCAFFOLDING

MOVING FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > Students understand the need to make connections to their own knowledge and previous learning. > Students begin to interpret the subject and each lesson's essential question and big idea in a way that is meaningful to them. > Students begin to understand that prior knowledge is not limited to "school knowledge" but can be drawn from family and cultural experiences as well. > Students begin to understand that learning does not usually come in a flash but builds up gradually and is a result of many connected, increasingly more difficult new learnings. 	<ul style="list-style-type: none"> > Continue to learn about the students, their knowledge, and their experiences and use the information to create direct links to the goals and objectives of the lesson. > Encourage students to persist in asking questions and investigating links between what they know and what they will know. > Let students know they are capable of learning the new concepts of the lesson but ask for their help in saying when they are stuck, what they find confusing, etc. Reward this behavior. > Point out incremental gains in learning and how they prove students will eventually master harder tasks and more challenging ideas. 	<ul style="list-style-type: none"> > Students are self-directed in the learning process and create their own scaffolds. > Students believe they possess prior knowledge that they can use to help them learn new ideas and skills and gain understandings. > Students are heard saying, "Oh, that's like the time . . ." or "Remember when we learned about . . ." > Students believe that Scaffolding is key to their acquisition of (new) knowledge. > Students are persistent with difficult tasks and excited about facing new challenges.
Lesson Design	<ul style="list-style-type: none"> > Students share previous knowledge, make connections, and begin to create their own scaffolds. > Students make their own connections and begin to choose the tools and organizers they use with which to make those connections. > Students begin to play a role in identifying and choosing resources and materials to access new information. 	<ul style="list-style-type: none"> > Teach students to make connections, create visual representations, and use Writing to Learn, Questioning, and Classroom Talk as critical scaffolds/tools for their learning. > Make sure a range of materials is available to students and encourage them to try them out and reflect upon their help in learning. 	<ul style="list-style-type: none"> > Students build rich and complex connections between their prior knowledge and new information. > Students access new information by making connections, asking questions, creating visual representations, and using Classroom Talk and Writing to Learn. > Students identify and choose resources and materials to access new information.

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> > Students begin to articulate how and what Scaffolding helps them learn. > Students begin to engage with content at greater levels of sophistication. > Students begin to produce increasingly high-quality work as a result of Scaffolding. > Students' efforts begin to produce work that meets or exceeds expectations as a result of Scaffolding. > Students use scaffolds (e.g., guiding questions, graphic organizers) to help them connect their prior knowledge and experience to new content and texts. > Students begin to differentiate scaffolds to organize their thinking and/or manage their time. > Students begin to understand how all strategies help scaffold their learning. 	<ul style="list-style-type: none"> > Ask students to chart or create a timeline to show the steps they have taken in developing mastery of a new skill or understanding of the lesson. > Continue to plan lessons that have multiple entry points. > Use exemplary student work to model expectations and to deconstruct what makes a piece of work exceptional. 	<ul style="list-style-type: none"> > Students can articulate how Scaffolding helps them attain new and more complex knowledge. > Students make explicit and implicit connections among concepts, texts, their own lives, and the world in service of their learning. > Students engage with content at greater levels of sophistication. > Students produce work that exceeds expectations, showing evidence of Scaffolding. > Students choose their own scaffolds to complete activities and assignments (e.g., outlines, notes, graphic organizers, drafts of essays). > Students use scaffolds to organize their thinking and/or manage their time. > Students know and can articulate how all instructional strategies scaffold and heighten their learning.
Classroom Management	<ul style="list-style-type: none"> > Students scaffold their learning, making their own connections with limited prompting from the teacher. > Students share their knowledge and experience and respond to one another with questions and active discussion that build their learning. 	<ul style="list-style-type: none"> > Point out to students how well they are persisting in mastering a new skill or idea whenever you see such an example. Ask them to reflect upon their own beliefs in their abilities to learn challenging material or skills, and, if beliefs have changed, how and why. > Ask students to reflect upon why they are willing to persist when they face a new learning challenge. What have they learned about how they learn when faced with a new challenge? 	<ul style="list-style-type: none"> > Students scaffold learning without teacher prompting and use scaffolds as part of their own learning process. > Students actively question and respond to one another verbally in order to scaffold their own learning. > Students collectively draw on whole-class knowledge and experience to make meaning of new information. > Students develop a common language and refer to shared experiences and what they have learned together. > Students question other students who are still struggling to help them draw upon prior knowledge and link it to essential questions and major concepts of the lesson.

3.4 SCAFFOLDING

INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

STAGES			
INITIATING		DEVELOPING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > The teacher directs how knowledge is presented and acquired. > The teacher does not readily understand the links among Scaffolding, providing temporary supports, and learning. > The teacher does not believe that every student possesses prior knowledge that can serve as a powerful link to big ideas of the lesson. 	<ul style="list-style-type: none"> > The teacher believes that intentionally incorporating scaffolds into lessons is essential to student learning. > The teacher begins to allow students to direct their own learning by giving them opportunities to draw upon prior knowledge or to internalize concepts based on their own interpretation. > The teacher seeks out ways to incorporate students' prior knowledge into lessons. 	<ul style="list-style-type: none"> > The teacher believes all students possess prior knowledge that can serve as a powerful link to new knowledge, and that helping students recognize this link is a key means to motivate students. > The teacher believes that effective, consistent Scaffolding meets learning objectives and propels student learning. > The teacher facilitates as students direct their own learning and create their own scaffolds and contexts. > The teacher actively encourages students to create links among prior knowledge, cultural/family history, and the main ideas of the lesson.
	<ul style="list-style-type: none"> > The teacher identifies and chooses resources and materials to help students access new information. > The teacher begins to motivate or enlist students in understanding and completing the task. > The teacher simplifies the task to make it more manageable and achievable for students. > The teacher has difficulty linking the big idea and essential question of the lesson to students' prior knowledge. > The teacher has difficulty creating multiple entry points for students to help them link their prior knowledge to new knowledge. 	<ul style="list-style-type: none"> > The teacher creates and uses tools to assess students' prior knowledge and skill levels. > The teacher begins to use that information to plan a sequence of activities to link their prior knowledge to new knowledge and skills. > The teacher begins to work with students to identify and choose resources that create structured, sequential links to new learning. > The teacher plans activities so students may explore content at different levels and integrate new knowledge into their thinking. > The teacher builds on initial simplified instruction to delve deeper into a topic. > The teacher builds in multiple entry points so every student has a way of bridging prior knowledge to the new knowledge of the lesson. 	<ul style="list-style-type: none"> > The teacher weaves effective scaffolds into every lesson to fulfill lesson/unit objectives. > The teacher designs scaffolds to bridge prior learning to new learning. > The teacher uses information from assessments of prior knowledge to plan a careful sequence of activities that continually link that knowledge to new knowledge and skills. > The teacher assesses each student's prior knowledge and designs a series of steps for that student to learn the big idea of the lesson. > The teacher facilitates as students identify and choose resources to scaffold new learning. > The teacher plans activities based on observations and formative assessments. > The teacher creates road maps to move students from initial to more complex understanding.

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Lesson Delivery	<ul style="list-style-type: none"> > The teacher assesses students' prior knowledge and experience and explicitly scaffolds to new information. > The teacher provides the same scaffold for all students. > The teacher models Scaffolding by talking students through how they make connections. > The teacher shows students how to use graphic organizers and other tools to scaffold their learning. > The teacher begins to incorporate Scaffolding with some of the other instructional strategies. > The teacher provides some sources to reduce confusion, frustration, and time. > The teacher sometimes shares the objectives and expectations of a lesson with students. > The teacher begins to document lessons learned in order to refine lessons later. 	<ul style="list-style-type: none"> > The teacher assesses students' prior knowledge, models next steps, and asks students to link those steps to new information. > The teacher begins to use Scaffolding and the Gradual Release of Responsibility more consistently to differentiate instruction. > The teacher begins to prompt students to articulate how they are making connections to prior knowledge. > The teacher begins to allow students the choice of graphic organizers and other tools to scaffold their learning. > The teacher provides a set number of sources to reduce confusion, frustration, and time and begins to allow students choice of which sources to use. > The teacher begins to share expectations, objectives, and evaluation methods up front and checks for understanding of those methods. > The teacher consistently uses formative assessment to refine his/her lessons. > The teacher begins to anticipate problems that students might encounter in their learning and develops the scaffolds needed to help students understand new concepts. 	<ul style="list-style-type: none"> > The teacher is a facilitator as students use prior knowledge and experience, and he/she assesses student knowledge to facilitate further Scaffolding, using it to differentiate instruction. > The teacher consistently asks students to articulate how they are making connections to prior knowledge. > The teacher consistently allows students the choice of graphic organizers, models, cues, prompts, hints, partial solutions, think-aloud modeling, multiple texts, and direct instruction to scaffold their learning. > The teacher seamlessly incorporates Scaffolding with the other strategies. > The teacher recognizes student frustration as a signal to check for understanding, clarify, and introduce new approaches to the material. > The teachers shows exemplary work and rubrics up front so that expectations are clear from the start. > The teacher tests lessons to determine possible problem areas, then refines them. > The teacher is an expert in his/her subject and incorporates scaffolds for any level of learner.
Classroom Management	<ul style="list-style-type: none"> > The teacher directs learning and provides direct instruction on linking prior knowledge to new knowledge > The teacher intervenes when a student is struggling to make connections. 	<ul style="list-style-type: none"> > The teacher begins to facilitate students' learning as they apply prior knowledge to new learning. > The teacher asks questions designed to move students from prior to new knowledge. > The teacher provides multiple entry points to look at a concept or a task when students struggle to make connections. > The teacher begins to encourage students to build on one another's learning through Classroom Talk and Questioning. 	<ul style="list-style-type: none"> > The teacher is a facilitator as students articulate connections to prior knowledge. > The teacher asks the best question at the moment to move students along in their learning. > The teacher facilitates Classroom Talk or Collaborative Group Work as students make connections. > The teacher understands that moving from prior to new knowledge is not a straight line but a synthesis that creates more complex and complete knowledge.

3.5 SCAFFOLDING

MOVING FROM **INITIATING** TO **DEVELOPING**: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> > The teacher directs how knowledge is presented and acquired. > The teacher does not readily understand the links among Scaffolding, providing temporary supports, and learning. > The teacher does not believe that every student possesses prior knowledge that can serve as a powerful link to big ideas of the lesson. 	<ul style="list-style-type: none"> > Help the teacher understand the critical role of careful planning in using Scaffolding. > Help the teacher create authentic assessments to provide data on student understanding or misconceptions of the unit goals. > Encourage the teacher to request a visit, observation, or video of another teacher who is at the Demonstrating level. > Work with the teacher to discover how he/she learned the lesson's big idea. What were the steps and supports that led to that understanding? 	<ul style="list-style-type: none"> > The teacher believes that intentionally incorporating scaffolds/temporary supports into lessons is essential to student learning. > The teacher begins to allow students to direct their own learning by giving them opportunities to draw upon prior knowledge or to internalize concepts based on their own interpretation. > The teacher seeks out ways to incorporate students' prior knowledge into lessons.
Lesson Design	<ul style="list-style-type: none"> > The teacher identifies and chooses resources and materials to help students access new information. > The teacher begins to motivate or enlist students in understanding and completing the task. > The teacher simplifies the task to make it more manageable and achievable for students. > The teacher has difficulty linking the big idea and essential question of the lesson to students' prior knowledge. > The teacher has difficulty creating multiple entry points for students to help them link their prior knowledge to new knowledge. 	<ul style="list-style-type: none"> > Work with the teacher to backwards design the steps in understanding students need to master lesson goals/objectives. > Analyze a lesson plan to help the teacher recognize Scaffolding and how it supports learning. > Help the teacher sequence steps to ensure that each step is not too easy or too challenging. > Demonstrate how Writing to Learn responses can help the teacher identify gaps in student learning that require scaffolds. > Work with the teacher to plan a lesson that allows students controlled choice about how to learn the major lesson ideas. > Model planning a lesson that moves from simple to more complex understanding. > Work with the teacher to design a Collaborative Group Work task that requires students to create a Scaffolding product that will help them learn (e.g, web, table, chart, questions, map, experiment). > Encourage the teacher to consider how different types of Scaffolding can differentiate the lesson. 	<ul style="list-style-type: none"> > The teacher creates and uses tools to assess students' prior knowledge and skill levels. > The teacher begins to use that information to plan a sequence of activities to link prior to new knowledge and skills. > The teacher begins to work with students to identify and choose resources and materials that create structured links to new learning. > The teacher plans activities so students may explore content at different levels. > The teacher builds on initial simplified instruction to delve deeper into a topic. > The teacher begins to understand the importance of creating the appropriate sequence of tasks that builds from prior to new knowledge without moving too slowly or too quickly. > The teacher builds in multiple entry points so every student has a way of bridging prior knowledge to the new knowledge of the lesson.

	INITIATING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Delivery	<ul style="list-style-type: none"> > The teacher assesses students' prior knowledge and experience and explicitly scaffolds to new information. > The teacher provides the same scaffold for all students. > The teacher models Scaffolding by talking students through how they make connections. > The teacher shows students how to use graphic organizers and other tools to scaffold their learning. > The teacher begins to incorporate Scaffolding with some of the other instructional strategies. > The teacher provides some supports to reduce confusion, frustration, and time. > The teacher sometimes shares the objectives and expectations of a lesson with students. > The teacher begins to document lessons learned in order to refine lessons later. 	<ul style="list-style-type: none"> > Ask the teacher to maintain notes on student progress to enable teacher reflection and future planning. > Introduce or discuss other methods to scaffold (e.g., models, cues, prompts, partial solutions, think-alouds, sentence starters). > Facilitate the teacher in using Looking at Student Work to figure out what would be the appropriate next steps students need to take to achieve a unit's goals and objectives. > Use videos with the teacher to help him/her figure out what questions, supports, and strategies would help a student who is stuck or frustrated. > Ask the teacher to reflect on what he/she has learned from sharing objectives and expectations with students that can be used in planning next lessons. > Review the teacher's documentation with him/her and probe for next steps. > Observe a lesson and provide constructive feedback on the lesson for making connections to other lessons you have observed or discussed with the teacher. 	<ul style="list-style-type: none"> > The teacher assesses students' prior knowledge, models next steps, and asks students to link those steps to new information. > The teacher begins to use Scaffolding and the Gradual Release of Responsibility more consistently to differentiate instruction. > The teacher begins to prompt students to articulate how they make connections to prior knowledge. > The teacher begins to allow students the choice of graphic organizers and other tools to scaffold their learning. > The teacher provides a set number of sources to reduce confusion, frustration, and time and begins to allow students choice in which to use. > The teacher begins to share expectations, objectives, and evaluation methods up front and checks for understanding of those methods. > The teacher consistently uses formative assessment to refine his/her lessons. > The teacher begins to anticipate problems students might encounter in their learning and develops scaffolds needed to help them understand new concepts.
Classroom Management	<ul style="list-style-type: none"> > The teacher directs learning and provides direct instruction on linking prior knowledge to new knowledge. > The teacher intervenes when a student is struggling to make connections. 	<ul style="list-style-type: none"> > Model for the teacher letting go of the traditional teacher role in favor of being more of a facilitator of learning as students become more adept at Scaffolding their own learning. > Role play with the teacher using Questioning and the other strategies to accelerate student learning. 	<ul style="list-style-type: none"> > The teacher begins to facilitate students' learning as they apply prior knowledge to new learning. > The teacher asks questions designed to move students from prior to new knowledge and understanding. > The teacher provides multiple entry points to a concept or task when students struggle to make connections. > The teacher begins to encourage students to build on one another's learning through discussion and Questioning.

3.6 SCAFFOLDING

MOVING FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > The teacher believes that intentionally incorporating scaffolds/temporary supports into lessons is essential to student learning. > The teacher begins to allow students to direct their own learning by giving them opportunities to draw upon prior knowledge or to internalize concepts based on their own interpretation. > The teacher seeks out ways to incorporate students' prior knowledge into lessons. 	<ul style="list-style-type: none"> > Reflect with the teacher how careful lesson planning is essential to providing appropriate Scaffolding. > Encourage the teacher to plan lessons and activities that have multiple entry points and build on what students have learned in class. > Work with the teacher to make close connections between the big ideas of the lesson and the meaningful tasks in the lesson. > Encourage the teacher to reflect upon the relationship between student motivation and engagement. 	<ul style="list-style-type: none"> > The teacher believes that all students possess prior knowledge that can serve as a powerful link to the attainment of new knowledge. > The teacher believes that effective, consistent Scaffolding meets learning objectives and propels student learning. > The teacher facilitates as students direct their own learning and create their own scaffolds and contexts. > The teacher believes that a key means of motivating students is to help them recognize how their prior knowledge is a powerful tool in learning new knowledge. > The teacher actively encourages students to create links between their prior knowledge and cultural and family histories and the main ideas and skills of the lesson.

DEVELOPING		STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING		DEMONSTRATING
Lesson Design	<ul style="list-style-type: none">> The teacher creates and administers a variety of tools to assess students' prior knowledge and skill levels that are related to the big idea and main concept of the lesson.> The teacher begins to use information from assessments of students' prior knowledge to plan a sequence of activities to link that knowledge to new knowledge and skill attainment.> The teacher begins to work with students to identify and choose resources and materials that create structured, sequential links to new learning.> The teacher plans activities so students may explore content at different levels and integrate their new knowledge into their thinking.> The teacher builds on initial simplified instruction to delve deeper into a topic.> The teacher begins to understand the importance of creating the appropriate sequence of tasks that build from prior knowledge to new knowledge without moving too slowly or too quickly.> The teacher builds in multiple entry points to a lesson so that every student has a way of bridging prior knowledge to new knowledge.	<ul style="list-style-type: none">> Provide the teacher with examples of materials from different reading levels so all students can access new information.> Encourage the teacher to draw upon his/her subject matter expertise to develop thoughtful essential questions and big ideas and align them with appropriate and explicit scaffolds for different groups of students.> Co-plan a lesson with the teacher that incorporates a variety of supports for students throughout the lesson.> Introduce the idea of sequencing; what is the right support at the right time to move a student forward at just the right pace for continual learning toward the lesson's goals and objectives.> Continue to work with the teacher to support his/her continual assessment of prior knowledge and new knowledge to create appropriate scaffolds.> Analyze sample lessons where Scaffolding is planned from the first to the last lesson in the unit and how each scaffold works to build on the previous ones.	<ul style="list-style-type: none">> The teacher weaves effective scaffolds into every lesson to fulfill lesson and unit objectives.> The teacher is adept at designing scaffolds and temporary supports to build on prior learning and bridge to new learning.> The teacher uses information from assessments of students' prior knowledge to plan a careful sequence of activities that continually link that knowledge to new knowledge and skill attainment.> The teacher facilitates as students identify and choose resources and materials to scaffold new learning.> The teacher plans activities based on observations and formative assessments so students integrate new knowledge into their thinking.> The teacher creates road maps to move students from initial understanding to more complex applications of knowledge.> The teacher is able to assess each student's prior knowledge and level of understanding and design the series of steps needed for that student to learn the big idea and skill of the lesson.> The teacher is adept at designing the right sequence for student mastery, challenging and intriguing students throughout the lesson by not making any step too easy or too hard.	

DEVELOPING		STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Delivery	<ul style="list-style-type: none"> > The teacher assesses students' prior knowledge, models the next steps they need to take, and then asks students to link those steps to new information. > The teacher begins to use Scaffolding and the Gradual Release of Responsibility more consistently to differentiate instruction. > The teacher begins to prompt students to articulate how they are making connections to prior knowledge. > The teacher begins to allow students the choice of graphic organizers and other tools to scaffold their learning. > The teacher provides a set number of sources to reduce confusion, frustration, and time and begins to allow students the choice of which sources to use. > The teacher begins to share expectations and objectives at the beginning of every activity. > The teacher begins to share evaluation methods with students and checks for understanding of those methods. > The teacher consistently uses formative assessment to refine his/her lessons. > The teacher begins to anticipate problems that students might encounter in their learning and develops the scaffolds needed to help students understand new concepts. 	<ul style="list-style-type: none"> > Co-teach a lesson with the teacher where Scaffolding is used to differentiate instruction in a very explicit way. > Model soliciting feedback from students or facilitate a discussion or activity with students where they begin to articulate their learning and what supports it. > Ask the teacher to review lesson plans and reflect upon which scaffolds worked and which did not and why. > Analyze formative assessment data with the teacher to determine what next scaffolds students need to continue learning. > Write down students' questions or moments of confusion and review them with the teacher as data to help plan the next lessons. > Discuss with the teacher the methods he/she uses for checking for understanding during the lesson and how he/she uses that data during the lesson to address students' confusions, gaps, and misunderstandings. 	<ul style="list-style-type: none"> > The teacher facilitates as students draw on prior knowledge and assesses their knowledge to facilitate further scaffolds. > The teacher uses Scaffolding consistently to differentiate instruction. > The teacher consistently asks students to articulate how they are making connections to prior knowledge. > The teacher consistently allows students choice of graphic organizers, models, cues, prompts, hints, partial solutions, think-aloud modeling, multiple texts, and direct instruction to scaffold their learning. > The teacher seamlessly incorporates Scaffolding with all the other strategies. > The teacher recognizes student frustration as a signal to check for understanding, clarify confusion, and introduce new approaches to the material. He/she provides many sources to reduce confusion, frustration, and time and allows students the choice of which to use. > The teacher's expectations are clear from the beginning of the activity since examples of exemplary work, rubrics, and standards of excellence are shown to the students. > The teacher tests his/her lessons to determine possible problem areas and then refines lessons to maximize learning. > The teacher is an expert in his/her content matter and can incorporate scaffolds at any level of learning to any level of learner.

		DEVELOPING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Classroom Management		<ul style="list-style-type: none"> > The teacher begins to facilitate students' learning as they apply prior knowledge to new learning. > The teacher asks questions designed to move students from prior knowledge to new knowledge and understanding. > The teacher provides multiple entry points to look at a concept or a task when students struggle to make connections. > The teacher begins to encourage students to build on one another's learning through discussion and Questioning. 	<ul style="list-style-type: none"> > Ask the teacher to reflect upon the new skills and understandings he/she has developed as he/she has moved from discussion leader to facilitator. > Discuss with the teacher what he/she has learned about his/her students, their ability to achieve mastery, and how what he/she has learned can help further student motivation and engagement. > Encourage the teacher to discuss what he/she now knows about Scaffolding with his/her students and other teachers and staff members. > Encourage the teacher to share lesson plans that incorporate Scaffolding throughout the lesson in Looking at Teacher Work sessions with other teachers. 	<ul style="list-style-type: none"> > The teacher is a facilitator as students articulate and make connections to their prior knowledge. > The teacher asks the best question at the moment to continually move students further along in knowledge acquisition. > The teacher facilitates Classroom Talk or Collaborative Group Work as students help one another to make connections. > The teacher understands that moving from prior knowledge to new knowledge is not an additive process or a straight line; it is a synthesis that draws upon prior knowledge to create new, more complex and complete knowledge.

4.

QUESTIONING

Questioning challenges students and teachers to use good questions to open conversations and further intellectual inquiry. Effective Questioning (by the teacher and by students) deepens classroom conversations. Teachers use Questioning to create opportunities for students to analyze their thinking, the thinking of their peers, and of the authors they read. The mark of a highly engaged classroom is when all students are asking thoughtful questions.

4.1 INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > Students ask few questions during a lesson. > Students ask questions directed only at the teacher and wait for the teacher to respond. > Only a few students ask questions. > Students believe asking a question is a sign of their own incompetence. > Students are unsure of how Questioning fits into their learning. 	<ul style="list-style-type: none"> > Students participate more in Questioning, but may still fear being wrong. > Students ask more questions of the teacher and of one another. > Students who are English language learners begin to ask questions in class. 	<ul style="list-style-type: none"> > Students are comfortable asking any and all questions. > Students listen to one another and respond appropriately. > Students encourage one another to ask questions. > Students recognize that asking thoughtful questions is a powerful learning tool. > Students follow up on other students' questions and find strong connections, not coincidences. > Students who are English language learners consistently ask and answer questions in class.
Lesson Design	<ul style="list-style-type: none"> > Students ask whatever questions come to mind. > Students begin to engage in Classroom Talk based on Questioning. > Students begin to connect Questioning with the formulation of ideas. > Students ask lower-order thinking questions. 	<ul style="list-style-type: none"> > Students plan for Questioning by writing down questions during the lesson and asking them during Classroom Talk. > Students begin to ask appropriate questions and engage in Classroom Talk as a result of Questioning. > Students use Questioning to formulate ideas and understand new content. 	<ul style="list-style-type: none"> > Students consistently prepare for Questioning by writing questions down and asking them during Classroom Talk. > Students ask appropriate questions and engage in Classroom Talk as a result of Questioning. > Students ask and answer open-ended and closed-ended questions to formulate ideas and understand new content.

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> > Students can identify open-ended and closed-ended questions. > Students may not have a verbal learning style and have difficulty participating in Questioning. 	<ul style="list-style-type: none"> > Students begin to use questions to connect prior learning to the current tasks. > Students not only identify open-ended and closed-ended questions, but also can use different questions for deeper understanding and learning. > Students ask and answer questions verbally and in writing. > Students begin to ask multi-level questions that require them to apply their knowledge and analyze, synthesize, and/or evaluate what they are reading and learning. 	<ul style="list-style-type: none"> > Students draw upon prior knowledge to ask questions or build on other questions. > Students readily offer opinions in response to open-ended and closed-ended questions and offer support for their answers with evidence from their prior knowledge and experience, the texts they are reading, and the research they have done. > Students are comfortable using Questioning verbally and in writing in Classroom Talk, Collaborative Group Work, and Literacy Groups. > Students consistently ask and answer multi-level questions that require them to apply their knowledge and analyze, synthesize, and/or evaluate what they are reading and learning.
Classroom Management	<ul style="list-style-type: none"> > Students who are more verbal or extroverted dominate asking and answering questions. > Students who are English language learners do not ask questions. > Students ask questions directed only at the teacher and wait for the teacher to respond. > Students struggle with building on one another's ideas and questions. > Students struggle to stay on topic. 	<ul style="list-style-type: none"> > Students of all learning styles, including English language learners, can participate in Questioning with guidance from the teacher. > Students begin to help one another ask and answer questions during class discussion and group work and rely less on the teacher for the answers. > Students begin to build on one another's ideas and questions. > Students sometimes get off topic, but use questions to direct themselves back to the topic. 	<ul style="list-style-type: none"> > Students of all learning styles, including English language learners, participate in Questioning. > Students ask and answer questions during class discussion and group work. > Students ask and answer the great majority of questions during the lesson. > Students build on one another's ideas and questions. > Students rarely get off topic, but, when they do, they are able to ask questions that help one another direct the group back to the topic.

4.2 QUESTIONING

MOVING FROM **INITIATING** TO **DEVELOPING**: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> > Students ask few questions during a lesson. > Students ask questions directed only at the teacher and wait for the teacher to respond. > Only a few students ask questions. > Students believe asking a question is a sign of their own incompetence. > Students are unsure of how questioning fits into their own learning. 	<ul style="list-style-type: none"> > Inculcate in students the understanding that asking a good question is the mark of a smart person, not the opposite. > Inculcate in students the concept that asking a question and pursuing its answer drives all learning. > Model Questioning for students, in particular that there are no “wrong” questions. > Model Questioning for students with questions that are open ended and can legitimately be answered in several different ways. > Validate all responses to questions. > Practice structured Questioning every day (with whole class and in small groups). 	<ul style="list-style-type: none"> > Students participate more in Questioning, but may still fear being wrong. > Students ask more questions of the teacher and of one another. > Students who are English language learners begin to ask questions in class.
Lesson Design	<ul style="list-style-type: none"> > Students ask whatever questions come to mind. > Students begin to engage in Classroom Talk based on Questioning. > Students begin to connect Questioning with the formulation of ideas. > Students ask lower-order thinking questions. 	<ul style="list-style-type: none"> > Start the unit/lesson with a powerful essential question. > Give students time to write down a list of questions before anyone answers, then build in time to refine questions in pairs or small groups. > Plan lessons and activities that require each student to ask and answer questions verbally and in writing. 	<ul style="list-style-type: none"> > Students plan for Questioning by writing down questions during the lesson and asking them during Classroom Talk. > Students begin to ask appropriate questions and engage in Classroom Talk as a result of Questioning. > Students use Questioning to formulate ideas and understand new content.

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Attainment	<ul style="list-style-type: none"> > Students can identify open-ended and closed-ended questions. > Students may not have a verbal learning style and have difficulty participating in Questioning. 	<ul style="list-style-type: none"> > Use Collaborative Group Work to have students design questions about the text or their learning. > Create an assignment that requires students to make a list of questions that helps prompt understanding of the text. > Sequence questions that move from concrete to abstract; from drawing upon prior knowledge to new knowledge. > Allow students to build on higher-level responses. > Make sure students understand the goals of the assignment and how Questioning will be used to help them succeed. > Explicitly model and teach Questioning, including various question types and higher-level cognitive domain type questions. > Allow more time for students to direct the flow of conversation and ask and answer questions. 	<ul style="list-style-type: none"> > Students begin to use questions to connect prior learning to their current tasks. > Students not only identify open-ended and closed-ended questions, but also are able to use different questions for deeper understanding and learning. > Students ask and answer questions verbally and in writing. > Students begin to ask multi-level questions that require them to apply their knowledge, analyze, synthesize, and/or evaluate what they are reading and learning.
Classroom Management	<ul style="list-style-type: none"> > Students who are more verbal or extroverted dominate asking and answering questions. > Students who are English language learners do not ask questions. > Students ask questions directed only at the teacher and wait for the teacher to respond. > Students struggle with building on one another's ideas and questions. > Students struggle to stay on topic. 	<ul style="list-style-type: none"> > Wait for students to develop their answers to questions. Resist giving answers. > Incorporate Writing to Learn as a jump off point for Questioning. > Provide model questions and model responses for English language learners. > Model for students how to build on one another's ideas using Questioning. > Model using paraphrasing to ensure that students are listening to one another and responding to one another's comments. > Model for students how to redirect to stay on topic. 	<ul style="list-style-type: none"> > Students of all learning styles, including English language learners, can participate in Questioning with guidance from the teacher. > Students begin to help one another ask and answer questions during class discussion and group work and rely less on the teacher for the answers. > Students begin to build on one another's ideas and questions. > Students sometimes get off topic, but use questions to direct themselves back to the topic.

4.3 QUESTIONING

MOVING FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > Students participate more in Questioning, but may still fear being wrong. > Students ask more questions of the teacher and of one another. > Students who are English language learners begin to ask questions in class. 	<ul style="list-style-type: none"> > Continue to model taking risks, being wrong, listening, and responding to questions in ways that encourage dialogue. > Plan lessons and activities that require each student to ask and answer questions verbally and in writing. Additionally, assign students the role of writing and delivering questions to their classmates. > Continue to have students write their own questions to ask in pairs and in small groups. > Encourage students to ask questions, the answers to which they don't know or on topics they really want to pursue. 	<ul style="list-style-type: none"> > Students are comfortable asking any and all questions. > Students listen to one another and respond appropriately. > Students encourage one another to ask questions. > Students recognize that asking thoughtful questions is a powerful learning tool. > Students follow up on other students' questions and find strong connections, not mentioning coincidences. > Students who are English language learners consistently ask and answer questions in class.
Lesson Design	<ul style="list-style-type: none"> > Students plan for Questioning by writing down questions during the lesson and asking them during Classroom Talk. > Students begin to ask appropriate questions and engage in Classroom Talk as a result of Questioning. > Students use Questioning to formulate ideas and understand new content. 	<ul style="list-style-type: none"> > Plan lessons that bring student knowledge and experience into the classroom. Validate all responses to questions. > Model intellectual curiosity by asking follow-up questions to student comments or questions. > Use student-developed questions to guide discussion. > Scaffold for students how Questioning formulates ideas by using graphic organizers, mind maps, and other visual tools. > Challenge students to ask follow-up questions to expand their thinking and arrive at more accurate, thoughtful responses. > Model the different types of generic, academic questions and when and how they should be used (e.g., closed and open ended; speculative or fact based) > Model the different types of questions particular to your subject and when to use them. 	<ul style="list-style-type: none"> > Students consistently prepare for Questioning by writing questions down and asking them during Classroom Talk. > Students ask appropriate questions and engage in classroom talk as a result of Questioning. > Students ask and answer open-ended and closed-ended questions to formulate ideas and understand new content.

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> > Students begin to use questions to connect prior learning to current tasks. > Students not only identify open-ended and closed-ended questions, but also can use different questions for deeper understanding and learning. > Students ask and answer questions verbally and in writing. > Students begin to ask multi-level questions that require them to apply their knowledge, analyze, synthesize, and/or evaluate what they are reading and learning. 	<ul style="list-style-type: none"> > Use low-stakes writing to provide entry points for Questioning (e.g., journal entries, exit tickets, open ended writing prompts, Dear Confused letters). > Ask students to be explicit about how they are drawing upon their prior knowledge by incorporating more reflective activities such as Writing to Learn or Classroom Talk. > Continue to have students ask and answer questions in pairs and small groups. > Have students keep track of the questions they ask during the lesson and unit. What patterns and/or changes do they notice? Are they moving from closed-to open-ended questions? Are they using new knowledge and understanding to generate new questions? 	<ul style="list-style-type: none"> > Students draw upon prior knowledge to ask questions or build on other questions. > Students readily offer opinions in response to open-ended and closed-ended questions and offer support for their answers with evidence from their prior knowledge and experience, the texts they are reading, and the research they have done. > Students are comfortable using Questioning verbally and in writing in Classroom Talk, Collaborative Group Work, and Literacy Groups. > Students consistently ask and answer multi-level questions that require them to apply their knowledge and analyze, synthesize, and/or evaluate what they are reading and learning.
Classroom Management	<ul style="list-style-type: none"> > Students of all learning styles, including English language learners, can participate in Questioning with guidance from the teacher. > Students begin to help one another ask and answer questions during class discussion and group work and rely less on the teacher for the answers. > Students begin to build on one another's ideas and questions. > Students sometimes get off topic, but use questions to direct themselves back to the topic. 	<ul style="list-style-type: none"> > Challenge students to refine their Questioning techniques to get maximum knowledge. > Periodically list all questions asked in class and have students categorize them. What do they notice about their strategy in asking questions? Ask them to do that for themselves as well. > Assign final, culminating projects such as presentations or other projects where all students are responsible for questions to show learning. > Continue to model intellectual curiosity and effective Questioning to help focus class discussion when necessary. 	<ul style="list-style-type: none"> > Students of all learning styles, including English language learners, participate in Questioning. > Students ask and answer questions during class discussion and group work. > Students ask and answer the great majority of questions during the lesson. > Students build on one another's ideas and questions. > Students rarely get off topic, but, when they do, they are able to ask questions that help direct the group back to the topic.

4.4 QUESTIONING

INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

STAGES			
INITIATING		DEVELOPING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > The teacher approaches Questioning as an expert with the answers. > The teacher introduces questions he/she knows the answers to or can respond to in a comfortable, knowledgeable way. > The teacher has little experience in preparing English language learners to ask questions in class. 	<ul style="list-style-type: none"> > The teacher begins to invite students into Questioning as co-experts of knowledge. > The teacher introduces questions where there is no right answer or where he/she may not know the answer. 	<ul style="list-style-type: none"> > The teacher is a facilitator, allowing students to discover the answers to questions in their own time and way. > The teacher admits freely when he/she does not know the answer to a question. > The teacher champions Questioning to Initiating teachers.
	<ul style="list-style-type: none"> > The teacher plans lessons and Questioning activities with a list of every possible question and answer on the topic. > The teacher plans to ask lower-level cognitive domain questions in order to build student confidence. > The teacher asks simple, open-ended questions that require student opinion. > The teacher does not build the lesson around an essential question or a big idea. 	<ul style="list-style-type: none"> > The teacher refines the list of brainstormed questions and omits extraneous questions. > The teacher plans to ask lower- and higher-level cognitive domain questions as student confidence builds. > The teacher builds his/her lesson plan around an essential question or a big idea. > The teacher provides some structures to encourage English language learners to ask questions in class. > The teacher begins to use observations from Questioning and Classroom Talk to plan future lessons. > The teacher begins to plan more complex question types that require more complex answers, such as using a Socratic questioning technique or higher-level cognitive domain questions. 	<ul style="list-style-type: none"> > The teacher plans the lesson and all its activities to answer an essential question and/or to understand a big concept. > The teacher prepares purposeful questions in advance of class, but can also ask questions on his/her feet. > The teacher anticipates many of the questions that students will have about the big concept of the lesson and prepares a series of student-friendly questions to address them. > The teacher plans a variety of question types, from lower- to higher-level cognitive domain questions. > The teacher incorporates formative assessment collected during Questioning in future lessons. > The teacher regularly plans Questioning based on a Socratic questioning technique or Bloom's taxonomy. > The teacher encourages English language learners to ask and answer questions.

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Lesson Delivery	<ul style="list-style-type: none"> > The teacher frequently asks more closed-ended than open-ended questions. > The teacher begins to establish wait time norms. > The teacher designs lessons that require students to ask and answer questions in pairs, small groups, and whole-class discussion. > The teacher asks factual and comprehension questions that establish content base. > The teacher uses lower-level cognitive domain questions when discussing factual and non-factual material. > The teacher expects all students to participate, but does not change his/her approach or address the issue when many students do not. 	<ul style="list-style-type: none"> > The teacher asks more open-ended and fewer closed-ended questions, and asks divergent as well as convergent questions. > The teacher calls attention to strong questions asked by students and models their use. > The teacher begins to incorporate Questioning into all classroom teaching and learning practices. > The teacher begins to use lower-level cognitive domain questions when discussing factual materials and higher-level cognitive domain questions when discussing non-factual material. > The teacher begins to paraphrase student questions for clarity and redirects when necessary. > The teacher begins to ask probing questions or follow-up questions. > The teacher begins to design lessons so that all students can participate regardless of learning style. > The teacher begins to incorporate Questioning verbally with Writing to Learn, Classroom Talk, Collaborative Group Work, and Literacy Groups. 	<ul style="list-style-type: none"> > The teacher prepares higher-level cognitive domain questions and gives students ample time to think before they answer. > The teacher is comfortable asking unplanned questions that come up and can connect them to the lesson's big idea. > The teacher uses Writing to Learn to help students formulate questions and strong responses. > The teacher begins class with an open-ended question from content or previous discussion. > The teacher uses lower-level questions for factual materials and higher-level for non-factual material. > The teacher uses Questioning to draw inferences and redirects when necessary. > The teacher models critical, creative questions linked to the lesson's big idea, and expects students to ask them. > The teacher asks students to paraphrase others' questions. > The teacher designs lessons so all students can participate, including English language learners. > The teacher regularly incorporates Questioning verbally with other strategies.
Classroom Management	<ul style="list-style-type: none"> > The teacher answers the questions for the students. > The teacher begins to promote discussion among students. > The teacher provides vague or sometimes critical responses during Questioning. > The teacher does not link all questions to the main objective and essential question of the lesson. 	<ul style="list-style-type: none"> > The teacher postpones answering a question. > The teacher begins to create a safe space where Questioning is valued and mistakes are seen as opportunities for learning. > The teacher encourages Questioning as a class norm. > The teacher begins to use student-directed questions to promote discussion. > The teacher redirects inappropriate questions by asking students to explain how the question connects to the main lesson concept. 	<ul style="list-style-type: none"> > The teacher engages in Questioning to move students further along without providing answers. > The teacher uses redirection and probing to stay focused on salient elements of students' responses. > The teacher is a facilitator while students ask/answer questions that guide the discussion. > The teacher is comfortable with wait-time beyond three seconds, especially when asking higher-level cognitive domain questions.

4.5 QUESTIONING

MOVING FROM **INITIATING** TO **DEVELOPING**: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> > The teacher approaches Questioning as an expert with the answers. > The teacher introduces questions he/she knows the answers to or can respond to in a comfortable, knowledgeable way. > The teacher has little experience in preparing English language learners to ask questions in class. 	<ul style="list-style-type: none"> > Model a stance of intellectual curiosity and that asking questions is the mark of a serious learner. > Role play with the teacher the role of facilitator versus expert. Discuss the value of acknowledging and appreciating student knowledge and experience. > Ask the teacher to request a classroom visit or observation of another teacher who is at the Demonstrating level with Questioning. > Introduce the teacher to types and levels of questions. Coach him/her on using complex questions to force students to seek supporting evidence and analyze and interpret content. > Coach the teacher to identify opportunities to have students question texts and one another in order to deepen their understanding. > Encourage the teacher to use strategies that give English language learners the tools to ask and answer questions. 	<ul style="list-style-type: none"> > The teacher begins to invite students into Questioning as co-experts of knowledge. > The teacher introduces questions where there is no right answer or where he/she may not know the answer.

INITIATING		STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Design	<ul style="list-style-type: none"> > The teacher plans lessons and Questioning activities with a list of every possible question and answer on the topic. > The teacher plans to ask lower-level cognitive domain questions in order to build student confidence. > The teacher asks simple, open-ended questions that require student opinion. > The teacher does not build the lesson around an essential question or a big idea. 	<ul style="list-style-type: none"> > Ask the teacher to categorize the questions he/she asks and think about when he/she uses each type of question and what he/she learns about the students' knowledge from their responses. > Work with the teacher to develop a strong essential question that drives the lesson. > Help the teacher create a sequence of activities that answers the essential question of the lesson, including follow-up questions that lead to answering the essential question. 	<ul style="list-style-type: none"> > The teacher refines the list of brainstormed questions and omits extraneous questions. > The teacher plans to ask lower- and higher-level cognitive domain questions as student confidence builds. > The teacher builds his/her lesson plan around an essential question or a big idea. > The teacher provides some structures to encourage English language learners to ask questions in class. > The teacher begins to use observations from Questioning and Classroom Talk to plan future lessons. > The teacher begins to plan more complex question types that require more complex answers, such as using a Socratic Questioning technique or higher-level cognitive domain questions.

		INITIATING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Delivery		<ul style="list-style-type: none"> > The teacher frequently asks more closed-ended than open-ended questions. > The teacher begins to establish wait time norms. > The teacher designs lessons that require students to ask and answer questions in pairs, small groups, and whole-class discussion. > The teacher asks factual and comprehension questions that establish content base. > The teacher uses lower-level cognitive domain questions when discussing factual materials and non-factual material. > The teacher expects all students to participate, but does not change his/her approach or address the issue when many students do not. 	<ul style="list-style-type: none"> > Coach the teacher in using higher-level, open-ended questions along with closed-ended questions that require more probing. > Have the teacher embed Collaborative Group Work and Classroom Talk into lessons in ways that require students to continually ask and answer one another's questions. > Work with the teacher to develop meaningful tasks that raise significant questions for students as they work in groups to complete the task. > Help the teacher to plan lessons and activities that require each student to ask and answer questions verbally and in writing in order to encourage all students to participate. > Encourage the teacher to have students write their own questions to ask in pairs and small groups. 	<ul style="list-style-type: none"> > The teacher asks more open-ended and fewer closed-ended questions. > The teacher asks divergent as well as convergent questions. > The teacher explicitly calls attention to strong questions asked by students and models their use throughout the lesson. > The teacher begins to incorporate Questioning into all classroom teaching and learning practices. > The teacher begins to use lower-level cognitive domain question types when discussing factual materials and higher-level cognitive domain question types when discussing non-factual material. > The teacher begins to paraphrase student questions for clarity. > The teacher begins to redirect questions when necessary. > The teacher begins to ask probing questions or follow-up questions. > The teacher begins to design lessons so that all students can participate regardless of learning style. > The teacher begins to incorporate Questioning verbally with Writing to Learn, Classroom Talk, Collaborative Group Work, and Literacy Groups.

INITIATING		STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM INITIATING TO DEVELOPING	DEVELOPING
Classroom Management	<ul style="list-style-type: none"> > The teacher answers the questions for the students. > The teacher begins to promote discussion among students. > The teacher provides vague or sometimes critical responses during Questioning. > The teacher does not link all questions to the main objective and essential question of the lesson. 	<ul style="list-style-type: none"> > Model for the teacher what wait time might look like in a class focused on using Questioning. > Discuss ways to hold off answering the question by counting to five, rephrasing the question, or requiring students to write a response before calling on them to answer. > Encourage the teacher to have at least three students answer a question before responding, preferably with a question rather than an answer. > Encourage the teacher to use strategies that require all students to prepare an answer to a question and ask different students to respond throughout a lesson. > Encourage the teacher to honor all responses while keeping responses brief. 	<ul style="list-style-type: none"> > The teacher postpones answering a question. > The teacher begins to create a safe classroom space where Questioning is valued and mistakes are seen as opportunities for learning. > The teacher encourages Questioning as a class norm. > The teacher begins to use student directed questions to promote discussion among the students. > The teacher redirects inappropriate questions by asking students to explain how question connects to the main lesson concept.

4.6 QUESTIONING

MOVING FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > The teacher begins to invite students into Questioning as co-experts of knowledge. > The teacher introduces questions where there is no right answer or where he/she may not know the answer. 	<ul style="list-style-type: none"> > Ask the teacher to discuss the most powerful questions in his/her lessons and why they were so powerful in driving the learning. > Ask the teacher to assess his/her students' ability to ask good questions and what he/she has learned about them through their questions. 	<ul style="list-style-type: none"> > The teacher is a facilitator, allowing students to discover the answers to questions in their own time and in their own way. > The teacher admits freely when he/she does not know the answer to a question. > The teacher champions Questioning to Initiating teachers.
Lesson Design	<ul style="list-style-type: none"> > The teacher refines the list of brainstormed questions and omits extraneous questions. > The teacher plans to ask lower- and higher-level cognitive domain questions as student confidence builds. > The teacher builds his/her lesson plan around an essential question or a big idea. > The teacher provides some structures to encourage English language learners to ask questions in class. > The teacher begins to use observations from Questioning and Classroom Talk to plan future lessons. > The teacher begins to plan more complex question types that require more complex answers, such as using a Socratic Questioning technique or higher-level cognitive domain questions. 	<ul style="list-style-type: none"> > Practice with the teacher asking questions on his/her feet. Discuss how each question scaffolds students' learning, moving them incrementally to more complex thinking and skill attainment. > Observe a Questioning activity and document what you see as far as student learning. Share with the teacher ideas for using that data to prepare for future lessons. > Encourage the teacher to use these data to inform types and complexity of questions. > Practice using Socratic seminars and structured protocols to expand Questioning techniques used during lessons. > Share observation tools the teacher can use to keep track of types of questions students ask, then analyze the data together. 	<ul style="list-style-type: none"> > The teacher plans the lesson and all its activities to answer an essential question and/or to understand a big concept. > The teacher prepares purposeful questions in advance of class, but can also ask questions on his/her feet. > The teacher anticipates many of the questions that students will have about the big concept of the lesson and prepares a series of student-friendly questions to address them. > The teacher plans a variety of question types, from lower- to higher-level cognitive domain questions. > The teacher incorporates formative assessment collected during Questioning in future lessons. > The teacher regularly plans Questioning based on a Socratic Questioning technique or Bloom's taxonomy. > The teacher encourages English language learners to ask and answer questions.

	DEVELOPING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Delivery	<ul style="list-style-type: none"> > The teacher asks more open-ended and fewer closed-ended questions, and asks divergent as well as convergent questions. > The teacher calls attention to strong questions asked by students and models their use. > The teacher begins to incorporate Questioning into all classroom teaching and learning practices. > The teacher begins to paraphrase student questions for clarity, redirecting when necessary. > The teacher begins to ask probing questions or follow-up questions. > The teacher begins to design lessons so that all students can participate regardless of learning style. > The teacher begins to incorporate Questioning verbally with Writing to Learn, Classroom Talk, Collaborative Group Work, and Literacy Groups. 	<ul style="list-style-type: none"> > Co-teach a lesson with the teacher in order to help incorporate various question types and styles. Help the teacher build on complex questions, requiring students to find evidence, synthesize information, and anticipate new learning. > Encourage the teacher to use different types of texts, genres, media, and meaningful tasks to deepen students' analysis through Questioning. > Role play paraphrasing, redirecting and probing with the teacher to develop his/her skill during Questioning. 	<ul style="list-style-type: none"> > The teacher prepares questions in advance, and gives students ample time to think before they answer a question. > The teacher is comfortable asking unplanned questions that come up in class and can connect them to the lesson's big idea or essential question. > The teacher uses Writing to Learn to help students formulate questions and strong responses. > The teacher often begins class with an open-ended question from content or previous student writing/discussion. > The teacher uses Questioning to draw inferences. He/she redirects when necessary. > The teacher designs lessons so all students can participate, including English language learners. > The teacher regularly incorporates Questioning verbally with Writing to Learn, Classroom Talk, Collaborative Group Work, and Literacy Groups.
Classroom Management	<ul style="list-style-type: none"> > The teacher postpones answering a question. > The teacher begins to create a safe classroom space where Questioning is valued and mistakes are seen as opportunities for learning. > The teacher encourages Questioning as a class norm. > The teacher begins to use student-directed questions to promote discussion among students. > The teacher redirects inappropriate questions by asking students to explain how the question connects to the main concept of the lesson. 	<ul style="list-style-type: none"> > Encourage the teacher to show mistakes of his/her own in order to create an environment where mistakes are seen as opportunities for learning. > Encourage the teacher to use wait time in answering students' questions in order to model the need to think carefully about a question before being able to respond thoughtfully. > Reflect with the teacher how careful planning supports the creation of a classroom that uses questions to drive the learning. 	<ul style="list-style-type: none"> > The teacher engages in Questioning with students to move them further along without providing answers. > The teacher uses redirection and probing as part of classroom Questioning to stay focused on salient elements of students' responses. > The teacher acts as a facilitator while students ask and answer questions that guide class discussion. > The teacher is comfortable with wait-time beyond three seconds especially when asking higher-level cognitive domain type questions.

5.

CLASSROOM TALK

Classroom Talk creates the space for students to articulate their thinking and strengthen their voice. Classroom Talk takes place in pairs, in Collaborative Group Work, and as a whole class. As students become accustomed to talking in class, the teacher serves as a facilitator to engage students in higher levels of discourse. Teachers introduce and reinforce the use of academic language and encourage students to use that language in their classrooms.

5.1 INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > Students do not or are reluctant to talk in front of the class. > Students struggle to believe they have valuable thoughts to share. > Students expect the teacher to lead the discussion and ask the questions. > Students argue rather than discuss. > Students believe that challenging their ideas is the same as challenging them. > Students do not believe that listening and responding to other students can help them learn. > Students do not understand the relationship between discourse and their own learning. 	<ul style="list-style-type: none"> > Students become more comfortable and confident speaking and expressing ideas in small groups and in front of the class. > Students begin to rely on one another to keep the conversation active. > Students begin to listen to one another and build on ideas or constructively debate a topic. > Students begin to make connections between their in-class discussions, what they are learning, and how they are learning. 	<ul style="list-style-type: none"> > Students understand that Classroom Talk is a norm and expect to demonstrate their thinking through discourse. > Students are comfortable and confident speaking and expressing ideas in front of the class. > Students understand the value of their voices and know that what they have to say matters. > Students take ownership of Classroom Talk and take it to relevant levels of intellectual discourse. > Students consistently listen and build on one another's ideas to enhance their own learning and thinking.
Lesson Design	<ul style="list-style-type: none"> > Students are slow to start, due to either confusion or a lack of knowledge around how to assert their voices. > Students participate in Classroom Talk, but are not connecting it to other learning activities. 	<ul style="list-style-type: none"> > Students become more comfortable in their voices and more confident in orally expressing their thinking, using evidence and increasingly cogent arguments. > Students pause to formulate their thoughts and opinions before participating in a discussion. > Students begin to take notes during Classroom Talk and use their notes and group work outcomes to help generate and clarify their Classroom Talk. 	<ul style="list-style-type: none"> > Students are confident in their voices and expect to use Classroom Talk in order to clarify and further their learning or understanding of a topic. > Students take "think time" before responding to others' contributions. > Students use their written responses and the outcomes of their work in pairs and small groups to scaffold to Classroom Talk.

STAGES			
INITIATING		DEVELOPING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> > Students participate in Classroom Talk, but are unsure how it connects to the teacher's desired outcomes for their learning. > Students begin to respond with increased regularity. > Students begin to use their written responses and the outcomes of their work to help scaffold their Classroom Talk. > Students wait for the teacher to provide more insight on the topic. 	<ul style="list-style-type: none"> > Students' understanding becomes clear regarding the goals and objectives of any assignment and how Classroom Talk helps them to achieve those goals. > Students begin to make connections during Classroom Talk to other activities and assignments. > Students talk about their ideas and experiences and understand their roles in Classroom Talk. > Students listen to one another and learn from one another. > Students begin to use accountable talk when they speak in class. 	<ul style="list-style-type: none"> > Students verbally demonstrate that they are clear about the goals and objectives of the assignment and can articulate how Classroom Talk helps them achieve those goals. > Students consistently make connections and demonstrate their learning during Classroom Talk, making explicit connections to other assignments through discourse. > Students know how to use their written responses and the outcomes of their work in pairs to enhance their Classroom Talk. > Students collectively engage in higher-order, critical thinking through effective Classroom Talk. > Students use accountable talk during discussions, using the vocabulary, syntax, and linguistic approach of the subject matter they are studying.
	<ul style="list-style-type: none"> > Students start to talk about the content. > Students sometimes get off topic and socialize. > Students yell out answers rather than thoughtfully engaging in the class content. > Students struggle to listen to one another and to build on peers' comments. 	<ul style="list-style-type: none"> > Students demonstrate greater comfort in leading dialogue; comments and questions stay focused on the topic even as the discussion moves away from individual points-of-view. > Students ask questions of one another and about the text and listen to one another during Classroom Talk. > Most students participate in Classroom Talk to some degree and fewer students remain silent. > Students begin to address one another primarily (rather than the teacher). > Students can accurately paraphrase what other students have said. 	<ul style="list-style-type: none"> > Students lead and monitor the discussion themselves and keep one another focused on the content. > Students listen to one another, ask questions, refute or expand one another's thinking, and take notes during Classroom Talk. > Students are highly engaged in Classroom Talk, lead the discussion, and give thoughtful responses. > Students address one another primarily (rather than the teacher). > Every student in the class is an active participant in Classroom Talk throughout the lesson.

5.2 CLASSROOM TALK

MOVING FROM **INITIATING** TO **DEVELOPING**: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> > Students do not talk or are reluctant to talk in front of the class. > Students struggle to believe they have valuable thinking to share with the class. > Students expect the teacher to lead the discussion and ask the questions. > Students argue rather than discuss. > Students believe that challenging their ideas is the same as challenging them. > Students do not believe that listening to and responding to other students can help them learn. > Students do not understand the relationship between discourse and their own learning. 	<ul style="list-style-type: none"> > Discuss with students how expressing ideas, asking questions, and building on one another's responses is a powerful way to learn. > Model for students what it means to build on one another's responses in a respectful way; how listening to and discussing a range of ideas makes everyone smarter. > Start out by assigning students to small groups (pairs or triads). Consider heterogeneous groups and the needs of English language learners. > Model for students what it means to be a good listener; how to paraphrase and how to expand on another student's response. > Create classroom culture in which everyone is expected to talk and all talk is respected, including the contributions of English language learners. 	<ul style="list-style-type: none"> > Students become more comfortable and confident speaking and expressing ideas in small groups and in front of the class. > Students begin to rely on one another to keep the conversation active. > Students begin to listen to one another and build on ideas or constructively debate a topic. > Students begin to make connections between their in-class discussions, what they are learning, and how they are learning.
Lesson Design	<ul style="list-style-type: none"> > Students are slow to start, due to either confusion or a lack of knowledge around how to assert their voices. > Students participate in Classroom Talk, but are not connecting it to other learning activities. 	<ul style="list-style-type: none"> > Plan lessons that focus on meaningful tasks and essential questions that allow for authentic responses from all students. Articulate what you need students to know. > Model discussion and debate techniques. > Provide and practice using structured protocols to guide Classroom Talk. > Watch and discuss videos of good discussions and debates; critique videos of "pseudo" debates. > Develop rubrics and share them with students to assess their level of engagement and mastery of Classroom Talk that drives learning. 	<ul style="list-style-type: none"> > Students become more comfortable in their voice and more confident in orally expressing their thinking, using evidence and increasingly cogent arguments. > Students pause before participating in a discussion to formulate their thoughts and opinions. > Where possible, students begin to take notes during Classroom Talk and use their notes and the outcomes of their work in groups to help generate and clarify their Classroom Talk.

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Attainment	<ul style="list-style-type: none"> > Students participate in Classroom Talk, but are unsure how it connects to teachers' desired outcomes for their learning. > Students begin to respond with increased regularity. > Students begin to use their written responses and the outcomes of their work to help scaffold their Classroom Talk. > Students wait for the teacher to provide more insight on the topic. 	<ul style="list-style-type: none"> > Articulate the purpose of Classroom Talk. Help students build on one another's comments to clarify thinking and learning. > Establish norms for Classroom Talk. > Have students write before they engage in Classroom Talk. > Facilitate Classroom Talk rather than direct it. 	<ul style="list-style-type: none"> > Students' understanding becomes clear regarding the goals and objectives of any assignment and how Classroom Talk helps them to achieve those goals. > Students begin to make connections during Classroom Talk to other activities and assignments. > Students talk about their ideas and experiences and understand their roles in Classroom Talk. > Students listen to and learn from one another. > Students begin to use accountable talk when they speak in class.
Classroom Management	<ul style="list-style-type: none"> > Students start to talk about the content. > Students sometimes get off topic and socialize. > Students yell out answers rather than thoughtfully engaging in the class content. > Students struggle to listen to and build on one another's comments. 	<ul style="list-style-type: none"> > Ask students to write about and then discuss in small groups how the shift to a student-centered classroom through the use of Classroom Talk has affected their learning and engagement. > Have students talk in pairs/ small groups before whole-class discussion. > Circulate among groups and take notes on their participation and comments; discuss strong points you heard during the discussions. > Redirect groups if talk is flagging. > Help students stay on subject using Questioning and other supports and scaffolds if necessary. 	<ul style="list-style-type: none"> > Students demonstrate greater comfort in leading dialogue; comments and questions stay focused on the topic even as the discussion moves away from individual points-of-view. > Students ask questions of one another and about the text and listen to one another during Classroom Talk. > Most students participate in Classroom Talk to some degree and fewer students remain silent. > Students begin to address one another primarily (rather than the teacher). > Students can accurately paraphrase what other students have said.

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5.3 CLASSROOM TALK

MOVING FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > Students become more comfortable and confident speaking and expressing ideas in small groups and in front of the class. > Students begin to rely on one another to keep the conversation active. > Students begin to listen to one another and build on ideas or constructively debate a topic. > Students begin to make connections between their in-class discussions, what they are learning, and how they are learning. 	<ul style="list-style-type: none"> > Continue to model speaking and listening skills and using open-ended questions. > Continue to model an atmosphere of respect and validate all ideas that are brought to the discussion. > Include students in the development of Classroom Talk activities. > Provide additional supports to English language learners by expanding sentence stems and model responses they can use. > Model the use of appropriate academic discourse and vocabulary based on the subject matter of lesson. > In mathematics, introduce the idea of mathematics as a language and how learning and using that language is essential to mastering the subject matter. 	<ul style="list-style-type: none"> > Students understand that Classroom Talk is a norm and expect to demonstrate their thinking through discourse. > Students are comfortable and confident speaking and expressing ideas in front of the class. > Students understand the value of their voices and know that what they have to say matters. > Students take ownership of Classroom Talk and take it to relevant levels of intellectual discourse. > Students consistently listen and build on one another's ideas to enhance their own learning and thinking.
Lesson Design	<ul style="list-style-type: none"> > Students become more comfortable in their voice and more confident in orally expressing their thinking, using evidence and increasingly cogent arguments. > Students pause before participating in a discussion to formulate their thoughts and opinions. > Where possible, students begin to take notes during Classroom Talk and use their notes and the outcomes of their work in groups to help generate and clarify their Classroom Talk. 	<ul style="list-style-type: none"> > Use protocols or activities that require all students to speak (e.g., Final Word, Play the Role). > Encourage students to decide which protocol to use during Classroom Talk. > Build in more opportunities for reflection such as Writing to Learn or Collaborative Group Work, then bring students back into larger discussion. > Use protocols (e.g., Jigsaw, Numbered Heads) to keep all students accountable for their learning during Classroom Talk in small groups. > Prepare students for the integration of technology in Classroom Talk by having them initiate discourse with guest speakers remotely via Skype or other live communication tools. 	<ul style="list-style-type: none"> > Students are confident in their voices and expect to use Classroom Talk in order to clarify and further their learning or understanding of a topic. > Students take "think time" before responding to others' contributions. > Students use their written responses and the outcomes of their work in pairs and small groups to scaffold to Classroom Talk.

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> > Students' understanding becomes clear regarding the goals and objectives of any assignment and how Classroom Talk helps them to achieve those goals. > Students begin to make connections during Classroom Talk to other activities and assignments. > Students talk about their ideas and experiences and understand their roles in Classroom Talk. > Students listen to and learn from one another. > Students begin to use accountable talk when they speak in class. 	<ul style="list-style-type: none"> > Be explicit with students about how Classroom Talk ties into other activities. > Coach students in developing their own rubrics or developing meaningful ways to assess themselves and one another. > Use the Fishbowl protocol as a way for students to assess one another using student-developed rubrics. 	<ul style="list-style-type: none"> > Students verbally demonstrate that they are clear about the goals and objectives of the assignment and can articulate how Classroom Talk helps them achieve those goals. > Students consistently make connections and demonstrate their learning during Classroom Talk, making explicit connections to other assignments and discourse. > Students know how to use their written responses and the outcomes of their work in pairs to enhance their Classroom Talk. > Students collectively engage in higher-order, critical thinking through effective Classroom Talk. > Students use accountable talk during discussions, using the vocabulary, syntax, and linguistic approach of the subject matter they are studying.
Classroom Management	<ul style="list-style-type: none"> > Students demonstrate greater comfort in leading dialogue; comments and questions stay focused on the topic even as the discussion moves away from individual points-of-view. > Students ask questions of one another and about the text and listen to one another during Classroom Talk. > Most students participate in Classroom Talk to some degree and fewer students remain silent. > Students begin to address one another primarily (rather than the teacher). > Students can accurately paraphrase what other students have said. 	<ul style="list-style-type: none"> > Model how to give respectful and useful feedback to partners based on careful note taking during Fishbowl using classroom rubrics. > Create opportunities for students to lead Classroom Talk. > Push students to refine their Questioning techniques to get maximum knowledge from their classmates. 	<ul style="list-style-type: none"> > Students lead and monitor the discussion themselves and keep one another focused on the content. > Students listen to one another, ask questions, refute or expand one another's thinking, and take notes during Classroom Talk. > Students are highly engaged in Classroom Talk, lead the discussion, and give thoughtful responses. > Students address one another primarily (rather than the teacher). > Every student in the class is an active participant in Classroom Talk throughout the lesson.

5.4 CLASSROOM TALK

INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > The teacher believes that Classroom Talk is limited to teacher-led questions and student responses. > The teacher occasionally uses Classroom Talk in his/her classroom. > The teacher controls the flow of discourse in the classroom. > The teacher does not understand the connection between Classroom Talk and student academic growth. 	<ul style="list-style-type: none"> > The teacher uses Classroom Talk more frequently in the classroom, gradually releasing the ownership of discourse to students. > The teacher considers Classroom Talk as a means of assessing student learning and engagement. > The teacher seeks out ideas for strengthening Classroom Talk and shares practices with other teachers. 	<ul style="list-style-type: none"> > Classroom Talk occurs regularly and authentically, and is a major driver for all classroom activities. > The teacher believes that effective Classroom Talk is a powerful means for fulfilling learning objectives and goals. > The teacher establishes and maintains a positive classroom tone where all student voices are encouraged, acknowledged, and respected. > The teacher champions Classroom Talk to Initiating teachers.
Lesson Design	<ul style="list-style-type: none"> > The teacher models Questioning, speaking, and listening skills. > The teacher sometimes plans tasks that require students to talk to one another and the whole class. > The teacher occasionally plans for Classroom Talk. 	<ul style="list-style-type: none"> > The teacher models Questioning, speaking, and listening skills, checking for understanding and facility. > The teacher starts to take a diminished role in Classroom Talk. > The teacher does not respond after every student response but encourages other students to do so. > The teacher regularly assigns tasks that require students to talk to one another and the whole class. > The teacher increasingly organizes lessons to support and encourage academic discourse and accountable talk. > The teacher introduces strategies that support English language learners in actively participating in Classroom Talk. 	<ul style="list-style-type: none"> > The teacher acts as a discussion facilitator, prompting students to deeper thinking and learning. > The teacher knows strategies and protocols that ensure that all students participate in Classroom Talk. > The teacher designs most or all lessons to allow students to verbally demonstrate their learning. > The teacher employs Classroom Talk as formative assessment of what students know, how they know it, and what they need to know. > The teacher plans activities that encourage in-depth participation and where students have a leadership role in Classroom Talk. > The teacher consistently assigns tasks that require students to talk to one another and the whole class. > The teacher expects English language learners to actively participate in Classroom Talk and provides them with the necessary supports.

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Lesson Delivery	<ul style="list-style-type: none"> > The teacher asks some open-ended questions, but mostly asks closed-ended or fact-based questions. > The teacher uses Classroom Talk to scaffold learning at the outset of a lesson. > The teacher has students work in pairs and small groups and asks students to report out. > The teacher works with students to create norms for Classroom Talk. > The teacher begins to set expectations for Classroom Talk based on student norms and assignment objectives. 	<ul style="list-style-type: none"> > The teacher begins to ask more open-ended questions that require students to articulate their thinking and develop their speaking voices. > The teacher provides opportunities for students to verbally share their ideas and experiences. > The teacher demonstrates how to expand on students' comments by first paraphrasing and then adding a substantive linking comment. > The teacher begins to sequence activities so students are ready for class discussion (e.g., Writing to Learn, pair and group work). > The teacher begins to introduce sentence starters and model language so English language learners and other students have concrete ways to participate. > The teacher articulates expectations for Classroom Talk based on student norms and assignment objectives. > The teacher models how to use Writing to Learn as preparation for Classroom Talk. 	<ul style="list-style-type: none"> > The teacher consistently asks open-ended questions that fulfill learning objectives and goals and expects students to do the same. > The teacher uses multiple strategies that encourage students to develop their speaking voices. > The teacher uses Classroom Talk along with the other strategies to create an experience of learning for all students. > The teacher expects students to expand on others' comments in a substantive way. > The teacher uses Collaborative Group Work, Writing to Learn, Questioning, and Scaffolding to build to Classroom Talk and sequences activities so students are ready for discussion. > The teacher allows students to demonstrate expectations for Classroom Talk every time it is used. > The teacher models and expects the use of academic language and accountable talk by all students.
Classroom Management	<ul style="list-style-type: none"> > The teacher encourages students to talk about their ideas and experiences by welcoming, respecting, and valuing diverse worldviews. > The teacher participates in Classroom Talk with students and is the primary speaker and questioner in classroom dialogue. > The teacher frequently intervenes when there is silence in the discussion. 	<ul style="list-style-type: none"> > The teacher encourages students to talk about their ideas as evidence of what they are learning and how engaged they are in the subject discussed. > The teacher listens and responds to what students say during Classroom Talk and keeps Classroom Talk focused and on topic. > The teacher begins to allow for longer periods of silence as students gather their thoughts. > The teacher asks "Why?" or "Why do you think so?" or "Explain that response" when students present a solution or opinion. 	<ul style="list-style-type: none"> > The teacher allows student discourse to drive learning. > The teacher engages in Questioning with students to deepen conversation and move them further along without providing answers. > The teacher acts as a facilitator, creating circumstances for productive discussion that drives learning. > The teacher expects students to accurately paraphrase others' comments and then link to them in substantive ways. > The teacher listens more than talks and gathers data about the learning process. > The teacher expects moments of silence and sees them as valuable thinking time.

5.5 CLASSROOM TALK

MOVING FROM **INITIATING** TO **DEVELOPING**: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> > The teacher believes that Classroom Talk is limited to teacher-led questions and student responses. > The teacher occasionally uses Classroom Talk in his/her classroom. > The teacher controls the flow of discourse in the classroom. > The teacher does not understand the connection between Classroom Talk and student academic growth. 	<ul style="list-style-type: none"> > Have the teacher reflect on how and when Classroom Talk might help students learn, especially with meaningful tasks. > Ask the teacher to describe a lesson in which students use Classroom Talk to help them learn the goals/objectives of the lesson. What would he/she see and hear? > Encourage the teacher to think about how Classroom Talk can help him/her assess what students know, understand, and can do during a lesson. Show how to use that information to address misconceptions or push for deeper learning. > Encourage the teacher to practice structured Classroom Talk every day (in pairs and/or small groups), then reflect on its value over time. > Ask the teacher to request observation of another teacher who is at the Demonstrating level. 	<ul style="list-style-type: none"> > The teacher uses Classroom Talk more frequently in the classroom, gradually releasing the ownership of discourse to students. > The teacher considers Classroom Talk a means of assessing student learning and engagement. > The teacher seeks out ideas for strengthening Classroom Talk and shares practices with other teachers.
Lesson Design	<ul style="list-style-type: none"> > The teacher models Questioning, speaking, and listening skills. > The teacher sometimes plans tasks that require students to talk to one another and the whole class. > The teacher occasionally plans for Classroom Talk. 	<ul style="list-style-type: none"> > Encourage the teacher to plan lessons and activities that bring student knowledge and experience into the classroom and that validate all responses to questions. > Coach the teacher in crafting questions that will drive in-depth Classroom Talk and fulfill lesson learning objectives. > Help the teacher plan lessons and activities that require each student to ask and answer questions verbally and in writing in order to encourage all students to participate. > Work with the teacher to plan a careful sequence of activities that encourage Classroom Talk and every student's successful participation in it. 	<ul style="list-style-type: none"> > The teacher models Questioning, speaking, and listening skills, checking for understanding and facility. > The teacher starts to take a smaller role in Classroom Talk. > The teacher does not respond after every student response but encourages other students to do so. > The teacher regularly assigns tasks that require students to talk to one another and the whole class. > The teacher increasingly organizes lessons to support and encourage academic discourse and accountable talk. > The teacher introduces strategies that support English language learners in actively participating in Classroom Talk.

	INITIATING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Delivery	<ul style="list-style-type: none"> > The teacher asks some open-ended questions, but mostly asks closed-ended or fact-based questions. > The teacher uses Classroom Talk to scaffold learning at the outset of a lesson. > The teacher has students work in pairs and small groups and asks students to report out. > The teacher works with students to create norms for Classroom Talk. > The teacher begins to set expectations for Classroom Talk based on student norms and assignment objectives. 	<ul style="list-style-type: none"> > Coach the teacher around using higher-level, open-ended questions along with closed-ended questions that may require more probing. > Observe a lesson and provide constructive feedback for making connections to other lessons already observed or discussed with the teacher. > Encourage the teacher to introduce Classroom Talk by preparing a lesson with students on its importance, including a student-generated list of rules for classroom discussion. > Instruct the teacher to have students view and discuss videos of scientists, mathematics, designers, etc., who use discourse as a major means of advancing knowledge and creating products in their discipline. > Model how to assess students based on the goals of the assignment and the students' own rules. > Model how to use students' Classroom Talk contributions as one of the most powerful ways to check for student understanding. 	<ul style="list-style-type: none"> > The teacher begins to ask more open-ended questions that require students to articulate their thinking and develop their speaking voices. > The teacher plans lessons that provide opportunities for students to verbally share their ideas and experiences. > The teacher demonstrates how to expand on students' comments by paraphrasing, then adding a substantive linking comment. > The teacher begins to sequence activities so students are ready for class discussion (e.g., Writing to Learn, pair and group work). > The teacher begins to introduce sentence starters and model language so English language learners and other students have concrete ways to participate in Classroom Talk. > The teacher articulates expectations based on objectives and student norms. > The teacher models how to use Writing to Learn as preparation for Classroom Talk.
Classroom Management	<ul style="list-style-type: none"> > The teacher encourages students to talk about their ideas and experiences by welcoming, respecting, and valuing diverse worldviews. > The teacher participates in Classroom Talk with students and is the primary speaker and questioner in classroom dialogue. > The teacher frequently intervenes when there is silence in the discussion. 	<ul style="list-style-type: none"> > Role play for the teacher the role of facilitator versus expert. > Discuss the value of appreciating student knowledge and experience. > Discuss the importance of structure in Classroom Talk and of students following that structure; how the use of protocols enhances thinking and participation of all students. > Ask the teacher to keep notes on student progress for reflection and planning. > Model ways to hold off answering a question by counting to five, rephrasing the question, or asking another student for help, then going back to first student. 	<ul style="list-style-type: none"> > The teacher encourages students to talk about their ideas as evidence of what they are learning and how engaged they are in the subject discussed. > The teacher listens and responds to what students say during Classroom Talk and keeps Classroom Talk focused and on topic. > The teacher begins to allow for longer periods of silence as students gather their thoughts. > The teacher asks "Why?" or "Why do you think so?" or "Explain that response" when students present a solution or opinion.

5.6 CLASSROOM TALK

MOVING FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > The teacher uses Classroom Talk more frequently in the classroom, gradually releasing the ownership of discourse to students. > The teacher considers Classroom Talk a means of assessing student learning and engagement. > The teacher seeks out ideas for strengthening Classroom Talk and shares practices with other teachers. 	<ul style="list-style-type: none"> > Encourage the teacher to invite students into Classroom Talk as co-experts and facilitators. > Encourage the teacher to routinely use the strategies and principles of Classroom Talk with other teachers in common planning time and meetings. > Ask the teacher to have other teachers observe a class and give feedback on the use of Classroom Talk to drive student engagement. > Discuss the specific ways the teacher is developing and his/her successes using Classroom Talk. 	<ul style="list-style-type: none"> > Classroom Talk occurs regularly and authentically, and is a major driver for all classroom activities. > The teacher believes that effective Classroom Talk is a powerful means for fulfilling learning objectives and goals. > The teacher establishes and maintains a positive classroom tone where all student voices are encouraged, acknowledged, and respected. > The teacher champions Classroom Talk to Initiating teachers.
Lesson Design	<ul style="list-style-type: none"> > The teacher models Questioning, speaking, and listening skills, checking for understanding and facility. > The teacher starts to take a diminished role in Classroom Talk. > The teacher does not respond after every student response but encourages other students to do so. > The teacher regularly assigns tasks that require students to talk to one another and the whole class. > The teacher increasingly organizes lessons to support and encourage academic discourse and accountable talk. > The teacher introduces strategies that support English language learners in actively participating in Classroom Talk. 	<ul style="list-style-type: none"> > Role play paraphrasing, redirecting, and probing to develop the teacher's Classroom Talk skills. > Observe a Classroom Talk activity and document student learning. Share ideas with the teacher for using that data to plan lessons. > Continue to coach the teacher in using higher-level, open-ended questions along with closed-ended questions that may require more probing. > Encourage the teacher to continually revise his/her lessons in light of formative and summative data collected. > Work with the teacher to develop strategies that use thoughtful Classroom Talk as a support for improving student writing, projects, and assessments. > Help the teacher incorporate Writing to Learn strategies (e.g., journal entries, exit tickets, open-ended writing prompts) as a corollary to Classroom Talk and as a scaffold for longer writing assignments. 	<ul style="list-style-type: none"> > The teacher acts as a facilitator, prompting students to deeper thinking. > The teacher knows protocols that ensure all students participate in Classroom Talk. > The teacher designs most or all lessons to allow students to verbally demonstrate learning. > The teacher employs Classroom Talk as formative assessment of what students know, how they know it, and what they need to know. > The teacher plans activities that encourage in-depth participation and student leadership in Classroom Talk. > The teacher consistently assigns tasks that require students to talk to one another and the whole class. > The teacher consistently organizes the classroom to support and encourage academic discourse. > The teacher expects English language learners to actively participate in Classroom Talk and provides them with the necessary supports.

	DEVELOPING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Delivery	<ul style="list-style-type: none"> > The teacher begins to ask more open-ended questions so that students articulate their thinking and develop their speaking voices. > The teacher plans lessons that provide opportunities for students to share their ideas. > The teacher demonstrates how to expand on students' comments by paraphrasing, then adding a substantive linking comment. > The teacher begins to sequence activities so students are ready for Classroom Talk (e.g., Writing to Learn, pair and group work). > The teacher begins to introduce sentence starters and model language so English language (and all) learners have concrete ways to participate in Classroom Talk. > The teacher articulates expectations for Classroom Talk based on student norms and assignment objectives. > The teacher models how to use Writing to Learn as preparation for Classroom Talk. 	<ul style="list-style-type: none"> > Support the teacher in creating objectives that require increasingly complex Classroom Talk. > Help the teacher document rubrics or other evaluation methods for Classroom Talk to use as models for other teachers. > Continue to add additional supports for English language learners (e.g., more sentence stems, model responses, graphic organizers) to increase their ability to participate in Classroom Talk. 	<ul style="list-style-type: none"> > The teacher consistently asks open-ended questions that fulfill learning objectives and goals and expects students to do the same. > The teacher uses multiple strategies that encourage students to develop their own speaking voices. > The teacher uses Classroom Talk in conjunction with the other strategies to create an experience of learning for all students. > The teacher expects students to expand on others' comments in a substantive way. > The teacher uses the other strategies to build to Classroom Talk and sequences activities so students are ready for discussion. > The teacher allows students to demonstrate expectations for Classroom Talk every time it is used. > The teacher models and expects the use of academic language and accountable talk by all students.
Classroom Management	<ul style="list-style-type: none"> > The teacher encourages students to talk about their ideas as evidence of what they are learning and how engaged they are in the subject discussed. > The teacher listens and responds to what students say during Classroom Talk and keeps Classroom Talk focused and on topic. > The teacher begins to allow for longer periods of silence as students gather their thoughts. > The teacher asks "Why?" or "Why do you think so?" or "Explain that response" when students present a solution or opinion. 	<ul style="list-style-type: none"> > Encourage the teacher to expand the time devoted to Classroom Talk, building students' stamina for engaging in meaningful discussion with other students for prolonged periods of time. > Encourage the teacher to collect data and conduct a staff development activity with other teachers in productively using Classroom Talk to drive student learning and engagement. > Create, distribute, and analyze with the teacher a survey on students' engagement in learning and the role of Classroom Talk in learning. 	<ul style="list-style-type: none"> > The teacher allows student discourse to drive learning. > The teacher engages in Questioning with students to move them further along without providing answers. > The teacher acts as a facilitator, creating circumstances for productive discussion that drives learning. > The teacher expects students paraphrase others' comments and substantively link to them. > The teacher listens more than talks and gathers data about the learning process. > The teacher expects moments of silence and sees them as valuable thinking time.

6.

LITERACY GROUPS

Literacy Groups provide students with a collaborative structure for understanding texts, problem sets, and documents by engaging in a high level of discourse. Group roles traditionally drive Literacy Groups, giving each student a role and defined purpose within the group. The specific roles or guidelines may vary for different content areas, lengths of text, or students' levels of sophistication, but the purpose of Literacy Groups is to raise students' engagement with texts.

6.1 INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > Students are used to working independently in this discipline or subject matter. > Students do not understand how Literacy Groups help them acquire new information. > Students are not inclined to work in or have little experience working in Literacy Groups. 	<ul style="list-style-type: none"> > Students begin to work collaboratively and occasionally solicit group members' input and feedback to enhance whole-group learning. > Students begin to understand that Literacy Groups can be beneficial to content-specific understanding regardless of the discipline. > Students recognize their increased engagement in learning when they are working collaboratively. 	<ul style="list-style-type: none"> > Students actively participate in Literacy Groups and encourage all members to participate and share ideas. > Students see the value of Literacy Groups in any discipline to help them understand the academic discipline. > Students readily assume shared responsibility for learning, understanding, and articulating how they learn through collaborating. > Students initiate their own Literacy Groups without express encouragement of the teacher.
Lesson Design	<ul style="list-style-type: none"> > Students try to make sense of the group task by asking the teacher questions. > Students work to understand Literacy Groups and to learn Literacy Group roles. > Students begin to understand how working in Literacy Groups helps them learn. 	<ul style="list-style-type: none"> > Students can work collaboratively and consistently without much prompting by the teacher. > Students begin to have an understanding of Literacy Group roles and can play the roles in connection to texts. > Students begin to enthusiastically read, deconstruct, and discuss different kinds of text. > Students begin to work independently of defined roles and effectively scaffold one another's learning. > Students are expected to incorporate the other strategies in Literacy Groups. 	<ul style="list-style-type: none"> > Students learn through Literacy Groups and meet learning objectives through challenging their thinking, strengthening collaboration, and heightening learning. > Students deconstruct different kinds of text multiple ways, using multiple media. > Student learning is group directed, and students work interdependently to deconstruct texts. > Students understand their roles and can explain their individual and collective contributions. > Students enthusiastically read and talk about a text without defined Literacy Group roles.

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> > Students are unsure why Literacy Groups support their learning and engagement. > Students report out their group findings to the whole class to demonstrate group learning, but certain students dominate. > Students look to the teacher to guide them in their Literacy Group work or to provide detailed feedback. > Students struggle with difficult texts and give up easily. > Students demonstrate limited ability to understand and articulate how Literacy Groups help them learn. 	<ul style="list-style-type: none"> > Students understand the expectations of Literacy Groups and how teachers use them to help them learn. > Students begin to write and talk about their ideas in ways that show more complex understanding. > Students begin to connect prior learning to their current tasks. > Students begin to take ownership of group roles and responsibility for their own learning. > Students begin to persevere when reading and analyzing difficult texts. > Students begin to articulate how they learn when working in Literacy Groups. 	<ul style="list-style-type: none"> > Students are familiar with rubrics or other evaluation methods and can assess themselves and other members of their group. > Students write about their ideas and use their own notes and thoughts to facilitate Literacy Group discussions. > Students can articulate how they learn through working in Literacy Groups. > Students take ownership of group roles and responsibility for their own learning. > Students persevere when reading and analyzing difficult texts and know how to collaborate with other group members to make sense of the texts.
Classroom Management	<ul style="list-style-type: none"> > Students do not participate in the Literacy Group work or participation is uneven. > Students who are English language learners do not participate in Literacy Groups. > Students rely on the teacher to manage the group dynamics and the flow of the process. > Students spend too much time or not enough time on their individual roles. Group interdependence is sporadic. > Students struggle with building on one another's ideas within the group. > Students lose their focus and stop collaborating. 	<ul style="list-style-type: none"> > Students have done enough Literacy Group work where it is becoming routine. > Students who are English language learners begin to participate in Literacy Groups. > Students are getting comfortable asking one another for clarification. > Students begin to engage with their individual roles and with one another in productive ways. > Students begin to build on one another's ideas and to collaboratively make meaning of texts. > Students discuss texts and debate ideas in respectful ways. > Students mostly stay focused and engaged in Literacy Groups, stay on task, talk about texts, and work together. 	<ul style="list-style-type: none"> > Students collaborate without the teacher prompting them and build on one another's ideas, connect their own thoughts to previous statements, and follow points to their logical conclusions. > Students take ownership of Literacy Groups. > Students who are English language learners actively participate in Literacy Groups. > Group conversations continue after the class is over. > Students stay focused and engaged in Literacy Groups, stay on task, talk about texts, and use their Literacy Group roles to analyze and interpret texts. > Group conversations are genuine, complex, and address student-centered questions focused on big ideas and higher-order thinking. > Students stay focused on reading, discussing, and analyzing the materials.

6.2 LITERACY GROUPS

MOVING FROM **INITIATING** TO **DEVELOPING**: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> > Students are used to working independently in this discipline or subject matter. > Students do not understand how Literacy Groups help them acquire new information. > Students are not inclined to work in or have little experience with working in Literacy Groups. 	<ul style="list-style-type: none"> > Assess students' reading levels and interests and gather texts that are developmentally appropriate and related to the goals and objectives of the lesson/unit. > Start out by assigning students to small groups (pairs or triads). Consider heterogeneous groups and the needs of English language learners. > Explicitly define the roles of each member of the group and the goals of Literacy Groups in general. 	<ul style="list-style-type: none"> > Students begin to work collaboratively and occasionally solicit group members' input and feedback to enhance whole-group learning. > Students begin to understand that Literacy Groups can be beneficial to content-specific understanding regardless of the discipline. > Students recognize their increased engagement in learning when they are working collaboratively.
Lesson Design	<ul style="list-style-type: none"> > Students try to make sense of the group task by asking the teacher questions. > Students work to understand Literacy Groups and to learn Literacy Group roles. > Students begin to understand how working in Literacy Groups helps them learn. 	<ul style="list-style-type: none"> > Model expectations and check for understanding. > Explain why working in Literacy Groups is critical to the learning of all the students. > Provide students with model questions and responses they can use to start their work in Literacy Groups. > Keep assignments straightforward and short but intriguing; use open-ended questions to give students something to talk about beyond one word or few word answers. > Use Writing to Learn strategies so that students can be held accountable for their work in Literacy Groups. > Explicitly describe expectations for the work and outcomes for all students in a Literacy Group. > Create groups that match students with the appropriate text or have multi-level readers so students can help one another. 	<ul style="list-style-type: none"> > Students can work collaboratively and consistently without much prompting by the teacher. > Students begin to have an understanding of Literacy Group roles and can play the roles in connection to texts. > Students begin to enthusiastically read, deconstruct, and discuss different kinds of texts as members of a Literacy Group. > Students begin to work independently of defined Literacy Group roles and effectively scaffold one another's learning in groups. > Students expect to be held accountable for incorporating the other five strategies as they learn in Literacy Groups.

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Attainment	<ul style="list-style-type: none"> > Students are unsure why Literacy Groups support their learning and engagement. > Students report out their group findings to the whole class to demonstrate group learning, but certain students dominate. > Students look to the teacher to guide them in their Literacy Group work or to provide detailed feedback. > Students struggle with difficult texts and may give up easily. > Students demonstrate limited ability to understand and articulate how Literacy Groups help them learn. 	<ul style="list-style-type: none"> > Make sure students understand the goals of the assignment, their role within it, and how success will be assessed. > Assign Literacy Group work that has relevance to students beyond just completing a task by either connecting it to a larger unit or to previous lessons. > Build in Writing to Learn before students begin work in Literacy Groups so that students have time to prepare a thoughtful response. > Keep feedback direct and non-evaluative. > Ask questions and allow students time to work together to discover their own thinking. > Model making connections by asking questions students can ask one another. > Practice Literacy Groups throughout the week. 	<ul style="list-style-type: none"> > Students understand the expectations of Literacy Groups and how teachers use them to help them learn. > Students begin to write and talk about their ideas in ways that show more complex understanding. > Students begin to connect prior learning to their current tasks. > Students begin to take ownership of group roles and responsibility for their own learning. > Students begin to persevere when reading and analyzing difficult texts. > Students begin to articulate how they learn when working in Literacy Groups.
Classroom Management	<ul style="list-style-type: none"> > Students do not participate in the Literacy Group work or participation is uneven. > Students who are English language learners do not participate in Literacy Groups. > Students rely on the teacher to manage the group dynamics and the flow of the process. > Students spend too much time or not enough time on their individual roles. Group interdependence is sporadic. > Students struggle with building on one another's ideas within the group. > Students lose their focus and stop collaborating. 	<ul style="list-style-type: none"> > Facilitate group conversations when necessary to demonstrate how to build on other's ideas. > Observe groups, facilitate Classroom Talk, and use questions to redirect if necessary. > Help students manage their time within the groups and stay focused on the text and the task. > Provide structures for groups to report out to the whole group as a springboard to whole-class discussion. 	<ul style="list-style-type: none"> > Students have done enough Literacy Group work where it is becoming routine. > Students who are English language learners begin to participate in Literacy Groups. > Students are getting comfortable asking one another for clarification. > Students begin to engage with their individual roles and with one another in productive ways. > Students begin to build on one another's ideas and to collaboratively make meaning of texts. > Students discuss texts and debate ideas in respectful ways. > Students mostly stay focused and engaged in Literacy Groups, stay on task, talk about texts, and work together.

6.3 LITERACY GROUPS

MOVING FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE STUDENTS

STUDENT EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > Students begin to work collaboratively and occasionally solicit group members' input and feedback to enhance whole-group learning. > Students begin to understand that Literacy Groups can be beneficial to content-specific understanding regardless of the discipline. > Students recognize their increased engagement in learning when they are working collaboratively. 	<ul style="list-style-type: none"> > Continue to assign Literacy Group materials that have relevance to students beyond just completing the task. > Continue to build on students' accomplishments as members of a group by providing concrete examples of their successes. > Provide opportunities for students to choose their own materials for Literacy Group discussion and analysis. > Expand the definition of "text" to include a range of genres, media, and materials. > Consider texts from a broad range of cultures that can link to big ideas and concepts of a lesson/unit. 	<ul style="list-style-type: none"> > Students actively participate in Literacy Groups and encourage all group members to participate, share ideas, and build on one another's learning. > Students see the value of Literacy Groups in any discipline to help them access and learn the academic discipline. > Students readily assume shared responsibility for learning, understanding, and articulating how they learn through collaborating in Literacy Groups. > Students initiate their own Literacy Groups without the express encouragement of the teacher.
Lesson Design	<ul style="list-style-type: none"> > Students can work collaboratively and consistently without much prompting by the teacher. > Students begin to have an understanding of Literacy Group roles and can play the roles in connection to texts. > Students begin to enthusiastically read, deconstruct, and discuss different kinds of texts as members of a Literacy Group. > Students begin to work independently of defined Literacy Group roles and effectively scaffold one another's learning in groups. > Students expect to be held accountable for incorporating the other five strategies as they learn in Literacy Groups. 	<ul style="list-style-type: none"> > Continue to encourage students to give themselves wait time in order to have more thoughtful responses and ensure that all students actively participate. > Model for students how to challenge one another's thinking in a constructive way. > Provide additional roles and protocols students can use in Literacy Groups and encourage them to try out different roles and protocols. > Build in Writing to Learn before, during, and after Literacy Groups in order to encourage deeper thinking and reflection. 	<ul style="list-style-type: none"> > Students learn through Literacy Groups and meet learning objectives through challenging their thinking, strengthening collaboration, and heightening learning. > Students deconstruct different kinds of text and achieve learning objectives through multiple ways, using multiple media. > Student learning in Literacy Groups is group directed, and students work interdependently to deconstruct texts. > Students understand their roles and can explain their individual and collective contributions in their own words. > Students enthusiastically read and talk about a text without defined Literacy Group roles.

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> > Students understand the expectations of Literacy Groups and how teachers use them to help them learn. > Students begin to write and talk about their ideas in ways that show more complex understanding. > Students begin to connect prior learning to their current tasks. > Students begin to take ownership of group roles and responsibility for their own learning. > Students begin to persevere when reading and analyzing difficult texts. > Students begin to articulate how they learn when working in Literacy Groups. 	<ul style="list-style-type: none"> > Use Literacy Groups as an integral part of students' completing assignments and require each group member to contribute to and document his/her learning. > Prepare students for developing their own group norms and hold them accountable to them. > Coach students in designing their own rubrics or developing ways to assess each member's role in a productive way. > Coach students in note-taking strategies so they are purposeful in their notes to initiate and analyze discussion. > Model for students how to struggle with difficult texts in Literacy Groups. 	<ul style="list-style-type: none"> > Students are familiar with rubrics or other evaluation methods and can assess themselves and other members of their group. > Students write about their ideas and use their own notes and thoughts to facilitate Literacy Group discussions. > Students can articulate how they learn through working in Literacy Groups. > Students take ownership of group roles and responsibility for their own learning. > Students persevere when reading and analyzing difficult texts and know how to collaborate with other group members to make sense of the texts.
Classroom Management	<ul style="list-style-type: none"> > Students have done enough Literacy Group work where it is becoming routine. > Students who are English language learners begin to participate in Literacy Groups. > Students are getting comfortable asking one another for clarification. > Students begin to engage with their individual roles and with one another in productive ways. > Students begin to build on one another's ideas and to collaboratively make meaning of texts. > Students discuss texts and debate ideas in respectful ways. > Students mostly stay focused and engaged in Literacy Groups, stay on task, talk about texts, and work together. 	<ul style="list-style-type: none"> > Provide additional, more elaborate sentence structures for English language learners to use in Literacy Group. > Encourage students to develop creative ways of sharing their thinking and work in Literacy Groups with the class as a whole. > Take careful notes on strong contributions from Literacy Groups, share them with the class as a whole, and encourage students to expand on them. > Share ways in which groups have built on one another's ideas to create a more complex understanding of the text. > Have students generate their own questions for their Literacy Group as a class and within their groups; share questions that lead to thoughtful conversations. 	<ul style="list-style-type: none"> > Students collaborate without teacher prompting and build on one another's ideas, connect their own thoughts to previous statements, and follow points to their logical conclusions. > Students take ownership of Literacy Groups. > Students who are English language learners actively participate in Literacy Groups. > Group conversations continue after the class is over. > Students stay focused and engaged in Literacy Groups, stay on task, talk about texts, and use their Literacy Group roles to analyze and interpret texts. > Group conversations are genuine, complex, and address student centered questions focused on big ideas and higher-order thinking. > Students stay focused on reading, discussing, and analyzing the materials.

6.4 LITERACY GROUPS

INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

STAGES			
INITIATING		DEVELOPING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > The teacher has little experience with implementing Literacy Groups and in understanding how they work. > The teacher has not used Literacy Groups in his/her discipline. > The teacher does not understand the connection between this strategy and student learning. > The teacher is not aware of the needs of English language learners in establishing Literacy Groups. 	<ul style="list-style-type: none"> > The teacher has had some positive experiences with Literacy Groups and begins to see the potential for using them to help students learn. > The teacher seeks out ideas for Literacy Groups in his/her discipline and shares practices with other teachers. > The teacher seeks out ways to engage English language learners in Literacy Groups. > The teacher experiments with using different kinds of text in Literacy Groups to meet learning objectives and goals. 	<ul style="list-style-type: none"> > The teacher has had many positive experiences with Literacy Groups and understands how their strategic use can help students learn new and complex information. > The teacher values the flexibility of using multiple media or texts to drive and differentiate student learning. > The teacher believes that implementing Literacy Groups is an effective strategy for enhancing teaching and learning. > The teacher understands that active participation in Literacy Groups is a powerful learning tool for English language learners.
	<ul style="list-style-type: none"> > The teacher does not align the Literacy Groups strategy and tasks with learning objectives and goals. > The teacher explains the purpose of Literacy Groups, defines Literacy Group roles, and has students practice each group role. > The teacher models roles before assigning them to students. The teacher keeps students in their roles for an extended period of time before they rotate. > The teacher assigns roles randomly without crafting them so that students can work interdependently. > The teacher selects all materials for Literacy Groups. > The teacher initially limits Literacy Group texts to written material only. 	<ul style="list-style-type: none"> > The teacher aligns Literacy Groups with learning objectives and goals with increasing consistency. > The teacher seeks out ways to engage English language learners in Literacy Groups. > The teacher models roles and checks for students' understanding of how to use them. > The teacher sometimes allows students to select their own Literacy Group materials. > The teacher incorporates mixed media, data sets, etc., as texts. 	<ul style="list-style-type: none"> > The teacher consistently plans and facilitates student learning through planning Literacy Groups that meet learning objectives. Literacy Group planning incorporates seamless interdependence of tasks. > The teacher finds a variety of ways to ensure that English language learners are active participants in Literacy Groups. > The teacher actively provides different kinds of texts, problems, or activities to ensure that students learn content and attain learning objectives through multiple ways using multiple media. > The teacher empowers students to introduce diverse texts to help whole-class learning of content through Literacy Groups. > All the work of teacher- or student-facilitated Literacy Groups aligns with learning objectives and goals.

		STAGES		
		INITIATING	DEVELOPING	DEMONSTRATING
Lesson Delivery		<ul style="list-style-type: none">> The teacher begins to connect Literacy Groups to the current unit and content, makes connections to previous learning, and creates a context for Literacy Groups.> The teacher designs the format of the group report and models how students should report out.> The teacher provides standard role sheets or role cards with detailed descriptions.> The teacher begins to share the evaluation method before beginning Literacy Groups so students know how they will be assessed.	<ul style="list-style-type: none">> The teacher intentionally connects Literacy Groups to the current unit/content and previous learning.> The teacher designs the format of the group report and evaluation.> The teacher uses standard roles as well as more creative roles.> The teacher begins to use the Gradual Release of Responsibility (modeling, co-constructing, work in pairs and independently) to scaffold how to critically analyze different types of text and genre.> The teacher shares the evaluation method before beginning Literacy Groups.> The teacher begins to incorporate the other strategies into Literacy Groups.> The teacher begins to gather formative data to assess understanding.> The teacher begins to incorporate other materials for analysis (e.g., cartoons, pictures, multimedia, technology).> The teacher begins to design activities and assignments to differentiate instruction for all students and play to individual strengths.	<ul style="list-style-type: none">> The teacher consistently creates a context for Literacy Groups by connecting them to the current unit/content and previous learning.> The teacher consistently uses the Gradual Release of Responsibility (modeling, co-constructing, work in pairs and independently) to check for and ensure each student's understanding.> The teacher designs assessments to evaluate Literacy Group work and consistently shares the evaluation method before beginning Literacy Groups.> The teacher provides exemplars and checks for understanding of the elements of high-quality work.> The teacher uses more creative or student-generated roles.> The teacher consistently incorporates the other strategies into Literacy Groups.> The teacher consistently gathers formative data and uses it to inform lessons.> The teacher consistently incorporates other materials for analysis (e.g., cartoons, multimedia, technology).> The teacher consistently designs activities to differentiate instruction and play to individual strengths.
Classroom Management		<ul style="list-style-type: none">> The teacher is heavily involved in monitoring and guiding Literacy Groups.> The teacher begins to employ Questioning to help groups stay focused on their goals.> The teacher provides continual feedback and encouragement.	<ul style="list-style-type: none">> The teacher begins to shift to the role of facilitator, so is not heavily involved in guiding the groups, but helps them stay focused.> The teacher speaks 50 percent of the time; students speak 50 percent of the time.> The teacher selectively offers feedback as part of the Gradual Release of Responsibility while building student independence and ownership for their participation.	<ul style="list-style-type: none">> The teacher is a facilitator of the Literacy Group process.> The teacher speaks no more than 20 percent of the time; students speak 80 percent of the time.> The teacher circulates, listens, clarifies, and asks open-ended questions that encourage deeper investigation.> The teacher conferences with Literacy Groups, focusing on Questioning and Scaffolding when necessary.

6.5 LITERACY GROUPS

MOVING FROM **INITIATING** TO **DEVELOPING**: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> > The teacher has little experience with implementing Literacy Groups and in understanding how they work. > The teacher has not used Literacy Groups in his/her discipline. > The teacher does not understand the connection between this strategy and student learning. > The teacher is not aware of the needs of English language learners in establishing Literacy Groups. 	<ul style="list-style-type: none"> > Encourage the teacher to design a short unit that incorporates an authentic Literacy Group task tied to the unit or a larger concept. > Ask the teacher to work with other teachers to determine the reading level of students in the class. > Encourage the teacher to collect texts on the same theme but in different reading levels, genres, etc. > Encourage the teacher to visit classrooms where Literacy Groups are being used successfully, preferably with his/her students. 	<ul style="list-style-type: none"> > The teacher has had some positive experiences with Literacy Groups and begins to see the potential for using them to help students learn. > The teacher seeks out ideas for Literacy Groups in his/her discipline and shares practices with other teachers. > The teacher seeks out ways to engage English language learners in Literacy Groups. > The teacher experiments with using different kinds of text in Literacy Groups to meet learning objectives and goals.
Lesson Design	<ul style="list-style-type: none"> > The teacher does not align the Literacy Groups strategy and tasks with learning objectives and goals. > The teacher explains the purpose of Literacy Groups, defines Literacy Group roles, and has students practice each group role. > The teacher models roles before assigning them to students. The teacher keeps students in their roles for an extended period of time before they rotate. > The teacher assigns roles randomly without crafting them so that students can work interdependently. > The teacher selects all materials for Literacy Groups. > The teacher initially limits Literacy Group texts to written material only. 	<ul style="list-style-type: none"> > Help the teacher align Literacy Groups with learning objectives and goals; help him/her find texts that connect with big ideas and concepts of the lesson/unit. > Encourage the teacher to mix students into different groups with different roles and texts. > Help the teacher design sentence stems and responses for English language learners. > Ask the teacher to create and use authentic assessments that will provide data on whether students are benefitting from Literacy Groups. > Ask the teacher to assess student participation in more student-centered projects using informal observation or formative assessment data, then discuss whether there is value in giving controlled choice to students. > Encourage the teacher to create rubrics or other scoring methods with which students can self-evaluate. 	<ul style="list-style-type: none"> > The teacher aligns Literacy Groups with learning objectives and goals with increasing consistency. > The teacher seeks out ways to engage English language learners in Literacy Groups. > The teacher models roles and checks for students' understanding of how to use them. > The teacher sometimes allows students to select their own Literacy Group materials. > The teacher incorporates mixed media, data sets, etc., as texts.

	INITIATING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Delivery	<ul style="list-style-type: none"> > The teacher begins to connect Literacy Groups to the current unit and content, makes connections to previous learning, and creates a context for Literacy Groups. > The teacher designs the format of the group report and models how students should report out. > The teacher provides standard role sheets or role cards with detailed descriptions. > The teacher begins to share evaluation method before beginning Literacy Groups so students know how they will be assessed. 	<ul style="list-style-type: none"> > Encourage the teacher to model expected behavior in Literacy Groups and provide clear rationale for using groups on a regular basis. > Discuss ways to use students' strengths in assigning roles within groups as a start. > Provide the teacher with sample lessons or videos and discuss what is useful for his/her own teaching. > Use the Gradual Release of Responsibility to explicitly model, co-construct, assign pair work, and then check for understanding when introducing any new type of Literacy Group organization (e.g., think/pair/share, last word, four As). 	<ul style="list-style-type: none"> > The teacher intentionally connects Literacy Groups to the current unit/content and previous learning. > The teacher designs the format of the group report and evaluation. > The teacher uses standard roles as well as more creative roles. > The teacher begins to use the Gradual Release of Responsibility to scaffold how to critically analyze different types of text and genre. > The teacher shares the evaluation method before beginning Literacy Groups. > The teacher begins to incorporate the other strategies into Literacy Groups. > The teacher begins to gather formative data to assess understanding. > The teacher begins to incorporate other materials for analysis (e.g., cartoons, multimedia, technology). > The teacher begins to design activities to differentiate instruction and play to individual strengths.
Classroom Management	<ul style="list-style-type: none"> > The teacher is heavily involved in monitoring and guiding Literacy Groups. > The teacher begins to employ Questioning to help groups stay focused on their goals. > The teacher provides continual feedback and encouragement. 	<ul style="list-style-type: none"> > Coach the teacher to spend less and less time in direct instruction and more and more time as a facilitator and observer. > Ask the teacher to document levels of questions student ask and what helps students ask higher-order thinking questions. > Ask the teacher to document ways in which students are demonstrating more and more independence, persistence, and deep thinking in Literacy Groups. 	<ul style="list-style-type: none"> > The teacher begins to shift his/her role to a facilitator of learning by not being as heavily involved in guiding Literacy Groups. > The teacher speaks 50 percent of the time; students speak 50 percent of the time. > The teacher scaffolds student learning, asks questions, and helps the groups stay focused. > The teacher selectively offers necessary feedback as part of the Gradual Release of Responsibility while building student independence and ownership for their participation and work.

6.6 LITERACY GROUPS

MOVING FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE TEACHER

TEACHER EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> > The teacher has had some positive experiences with Literacy Groups and begins to see the potential for using them to help students learn. > The teacher seeks out ideas for Literacy Groups in his/her discipline and shares practices with other teachers. > The teacher seeks out ways to engage English language learners in Literacy Groups. > The teacher experiments with using different kinds of text in Literacy Groups to meet learning objectives and goals. 	<ul style="list-style-type: none"> > Encourage the teacher to document successes with Literacy Groups. > Ask the teacher to develop a list of questions he/she has about using Literacy Groups. > Encourage the teacher to discuss successes with English language learners in Literacy Groups with other teachers. > Ask the teacher to develop a bibliography or guide to finding appropriate and varied texts in his/her subject area for Literacy Group work. > Continue to coach the teacher in developing authentic opportunities to deepen student thinking and learning through Literacy Groups. > Encourage the teacher to use Literacy Groups in his/her own work with teachers as a critical means of continually improving their teaching. 	<ul style="list-style-type: none"> > The teacher has had many positive experiences with Literacy Groups and understands how their strategic use can help students learn new and complex information. > The teacher values the flexibility of using multiple media or texts to drive and differentiate student learning. > The teacher believes that implementing Literacy Groups is an effective strategy for enhancing teaching and learning. > The teacher understands that active participation in Literacy Groups is a powerful learning tool for English language learners.

DEVELOPING		STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Design	<ul style="list-style-type: none"> > The teacher aligns Literacy Groups with learning objectives and goals with increasing consistency. > The teacher seeks out ways to engage English language learners in Literacy Groups. > The teacher models roles and checks for students' understanding of how to use them. > The teacher sometimes allows students to select their own Literacy Group materials. > The teacher incorporates mixed media, data sets, etc., as texts. 	<ul style="list-style-type: none"> > Model additional Literacy Group protocols and roles that the teacher can use. > Observe videos of the teacher or other teachers using Literacy Groups and discuss ways to build on what he/she sees as good practice. > Work with the teacher to use checks for understanding as a critical tool of formative assessment. 	<ul style="list-style-type: none"> > The teacher consistently plans and facilitates student learning through planning Literacy Groups that meet learning objectives. Literacy Group planning incorporates seamless interdependence of tasks. > The teacher finds a variety of ways to ensure that English language learners are active participants in Literacy Groups. > The teacher actively provides different kinds of texts, problems, or activities to ensure that students learn content and attain learning objectives using multiple media. > The teacher empowers students to introduce diverse texts to help whole-class learning of content through Literacy Groups. > All the work of teacher- or student-facilitated Literacy Groups align with learning objectives and goals.

		DEVELOPING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Delivery		<ul style="list-style-type: none"> > The teacher intentionally connects Literacy Groups to the current unit and content, makes connections to previous learning, and creates a context for Literacy Groups. > The teacher designs the format of the group report and the evaluation method. > The teacher uses standard roles as well as more creative role assignments. > The teacher begins to use the Gradual Release of Responsibility (modeling, co-constructing, work in pairs and independent understanding) to scaffold how to critically analyze different types of text and genre. > The teacher shares the evaluation method before beginning Literacy Groups. > The teacher begins to incorporate the other strategies, (e.g., Questioning, Scaffolding, Writing to Learn, Classroom Talk) into Literacy Groups. > The teacher begins to gather formative data by observing groups, listening to Classroom Talk, and engaging in Questioning with students to assess their understanding. > The teacher begins to incorporate other materials for Literacy Group analysis and discussion (e.g., cartoons, pictures, multimedia, technology). > The teacher begins to design activities and assignments to differentiate instruction for all students and plays to individual strengths. 	<ul style="list-style-type: none"> > Coach the teacher to develop lessons that require higher-order thinking and/or give more responsibility for the learning to students. > Model for the teacher how to use the Gradual Release of Responsibility when introducing new protocols or procedures. > Coach the teacher to help students create accountability rubrics for their Literacy Group work. > Work with the teacher to incorporate the other strategies into a Literacy Group lesson in a seamless way that strengthens student learning. > Encourage the teacher to share formative assessment data with other teachers in Looking at Teacher Work sessions. > Encourage the teacher to reflect upon his/her changing role as a teacher in using Literacy Groups and Collaborative Group Work as a main means of supporting students. > Encourage the teacher to take a lead role in establishing Literacy Groups for other teachers and staff members as a critical way of continually improving their teaching. 	<ul style="list-style-type: none"> > The teacher consistently creates a context for Literacy Groups by connecting them to the current unit/content and previous learning. > The teacher consistently uses the Gradual Release of Responsibility (modeling, co-constructing, work in pairs and independent understanding) to check for and ensure each student's understanding. > The teacher designs assessments (e.g., rubrics, quizzes, presentations by each group member) to evaluate Literacy Group work. > The teacher moves away from standard roles in favor of more creative or student-generated roles. > The teacher provides exemplars and checks for student understanding of the elements of high-quality work. > The teacher consistently shares the evaluation method before beginning Literacy Groups. > The teacher consistently incorporates the other strategies (e.g, Scaffolding, Questioning, Writing to Learn) into Literacy Groups. > The teacher consistently gathers formative data and uses it to inform future lessons. > The teacher consistently incorporates other materials for analysis in groups (e.g., cartoons, pictures, multimedia, technology). > The teacher consistently designs activities and assignments to differentiate instruction for all students and plays to individual strengths.

		DEVELOPING	STRATEGIES COACHES CAN USE TO MOVE TEACHERS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Classroom Management		<ul style="list-style-type: none"> > The teacher begins to shift his/her role to a facilitator of learning by not being as heavily involved in guiding Literacy Groups. > The teacher speaks 50 percent of the time; students speak 50 percent of the time. > The teacher scaffolds student learning, asks questions, and helps the groups stay focused. > The teacher selectively offers necessary feedback as part of the Gradual Release of Responsibility while building student independence and ownership for their participation and work. 	<ul style="list-style-type: none"> > Stress the critical importance of planning and work with the teacher to plan Literacy Groups so that all students are actively processing their learning throughout the activity. > Work with the teacher to develop a set of protocols, directions, and activities that encourage active learning during Literacy Groups. 	<ul style="list-style-type: none"> > The teacher is a facilitator of the Literacy Group process. > The teacher speaks no more than 20 percent of the time; students speak 80 percent of the time. > The teacher circulates, listens, clarifies, and asks open-ended questions that encourage deeper investigation. > The teacher conferences with groups, focusing on Questioning and Scaffolding when necessary.

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