OBSERVATION APPENDICES

Appendices provide clarity and awareness for observers as they conduct observations in unique instructional content areas/grade levels. They are NOT separate Frameworks, but rather documents to assist observers in understanding effective practices in particular contexts.

1. **Prior to conducting an observation:**
   a. Determine if there is a relevant appendix.
   b. Review the entire appendix, including the "Essential Awareness" section and indicator chart.

2. **During the observation,** while collecting evidence, keep the "Essential Awareness" information in mind.

3. **After conducting the observation**, when categorizing evidence, refer to the indicator chart in conjunction with the Framework for Effective Teaching Evidence Guide to inform teacher ratings. The indicator chart contains information that could:
   a. Modify an existing teacher or student's behavior in the Evidence Guide.
   b. Clarify an existing teacher or student's behavior in the Evidence Guide.
   c. Add a necessary behavior to an indicator.
   d. Where noted, add a contextual Example of Effective Practice.

APPENDICES CONTENTS

OBSERVATION APPENDICES

GUIDANCE FOR OBSERVING CO-TEACHING

We often receive questions about how to observe when multiple teachers are in the classroom. This section provides some recommended practices when you encounter this situation.

Co-teaching is utilized in many classrooms throughout Denver Public Schools (DPSs). The choice for co-teaching models should be based on the needs of the students and can vary lesson to lesson depending on students' needs. Teachers working together within a co-teaching environment should have equal responsibility for all students during the class period, though specialized [English Language Acquisition (ELA), Special Education, Gifted and Talented, Intervention] teachers' primary responsibility may be focused around a subgroup of students within the class.

Dr. Marilyn Friend, a respected national special education expert, identifies on her website (marilynfriend.com/approaches.htm) the major types of co-teaching as follows:

Teaming: In teaming, both teachers share delivery of the same instruction to a whole student group. Some teachers refer to this as having "one brain in two bodies." Others call it "tag team teaching." Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers' styles.

Station Teaching: In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently. As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.

Parallel Teaching: On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they do so to a divided class group. Parallel teaching also may be used to vary learning experiences, for example, by providing manipulatives to one group but not the other or by having the groups read about the same topic but at different levels of difficulty.

Alternative Teaching: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.

One Teach, One Observe: One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together. The teachers should take turns teaching and gathering data, rather than assuming that the special educator is the only person who should observe.

One Teach, One Assist: In a final approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed. **This should be the least often employed co-teaching approach.**

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GUIDANCE FOR OBSERVING CO-TEACHING *(CONTINUED)*

It is important to understand the type of teaching model that is being implemented and to consider if the most appropriate model is being used for the class. Denver Public Schools supports the following co-teaching models: Teaming, Station Teaching, Parallel Teaching and Alternative Teaching. The One Teach, One Observe model would likely be utilized less frequently as it is primarily used to inform instruction. Data gathered using the One Teach, One Observe model may be utilized as evidence for

P.1 and P.2 in Professionalism to assess the teacher's knowledge of students and use of student data. There are rare situations that the One Teach, One Assist Model, is beneficial.

When observing a teacher within a co-teaching model, we recommend considering:

- How does the school schedule affect the co-teaching? When measuring teacher effectiveness within a co-teaching setting, observers should take into account school systems/structures that affect the teacher's performance within this context. Effective co-teachers have regular collaborative planning opportunities scheduled within the school day. During this time, teachers review data and plan lessons reflective of student needs.
- In DPS classrooms, co-teaching is most often seen in General Education classrooms that contain students with ELA, Gifted and Talented and/or Special Education needs.
- Who is being evaluated? The same lesson evidence could be cited in two different Classroom Observation Forms, but each teacher's scores and evidence need to be considered separately. When completing a Classroom Observation Form in a co-teaching setting, an observer may want to include some explanatory context for the teacher that is being observed, such as: "This observation was conducted during a lesson taught by multiple teachers. 'T1' in the evidence refers to the teacher who was observed and scored during this lesson. 'T2' in the evidence refers to the co-teacher that was not scored for this lesson. T2's comments may be referenced as additional context for this observation."
- The interpretation of the observational data is affected by the co-teaching model and instructional moves. When scoring, an observer may consider: What are the co-teacher's instructional moves that support the content-language objective(s)? What instructional moves is the co-teacher making that are different from the other teacher? How was students' learning enhanced by the co-teacher's efforts? Here are some examples:
  - If both teachers are delivering the same content (e.g., teaming, parallel teaching, etc.), then the observer may note the ways in which the observed teacher is supporting the Content-Language Objective(s) (CLOs) during a lesson. Is the co-teacher communicating the CLOs in a different way with particular students or breaking it down for a subgroup within the lesson?
  - If a CLO isn't clearly communicated, then is the teacher supporting students to understand the content-language objective(s) and tasks as presented? Does the teacher bring additional language or visual supports based on individual student's needs? Does the teacher modify the tasks for particular students based on students' needs?
  - If the teacher is teaching different content (e.g., station teaching, alternative teaching, etc.), then the observer should expect to see a clear CLO for content presented. If the content taught within the subgroup is related to the overall lesson, then the teacher should connect the lesson back to the original content or support students with transference of skills to the primary setting. (Distinguished performance)
- The appropriate appendix/appendices should be use d when evaluating a co-teaching environment.
- The observation/feedback cycle is generally limited to one of the teachers in the co-teaching setting. Observers are encour- aged; however, to invite both co-teachers to the feedback conversation if they feel the combined conference would support the teaching environment and students' outcomes.
- Additional resources around co-teaching:
  - Barger-Anderson, R., Isherwood, R., & Merhaut Ed.D., J. (2013). *Strategic co-teaching in your school: Using the co-design model* (1st ed.). Baltimore, MD: Paul H. Brookes Publishing.
  - Friend, M. (2007). Co-Teaching Connection by Dr. Marilyn Friend. Retrieved April 9, 2015, from: marilynfriend.com/.
  - Villa, R., Thousand, J., & Nevin, A. (2013). *A guide to co-teaching: New lessons and strategies to facilitate student learning* (3rd ed.). Thousand Oaks, CA: Corwin Press.

BALARAT OUTDOOR EDUCATION Appendix

Essential Awareness for Balarat Outdoor Education

Balarat provides DPS students and their teachers the opportunity to conduct hands-on, experiential learning in the natural environment. The locales for learning include the district-owned Balarat site, Denver Mountain Parks, Colorado State Parks and a bus, as used for transportation to an outdoor site. Balarat teachers collaborate with classroom teachers, who are in attendance with their students during programs. Participating students include class groups of third-grade, fifth-grade, middle and high school students. High school student leaders may be present to serve as role models and/or activity facilitators during lessons for elementary students.

Observers should be aware that:

- Balarat teachers are instructing students for short time periods, from a minimum of three hours to a maximum of three days, depending upon the program and grade level.
- Balarat teachers in the program do not have access to students' achievement data or other student information prior to working with a group.
- Learning environments are continually changing and Balarat teachers must be aware of different weather and trail conditions, as well as physically preparing students for these conditions.
- In addition to grade-level curricular standards, lessons may include environmental education content as outlined in the Colorado Environmental Education Plan (cde.state.co.us/cosocialstudies/ceep).
- Due to the nature of the lessons and the environment, written responses are limited.
- Digital technology may be inaccessible so use may be minimal or nonexistent.

INDICATOR	
LE.1	
LE.2	• Teacher might give students descriptive feedback regarding how to be successful in all aspects of school (e.g., not just academics, but also an intentional focus on behaviors and procedures to support social learning).
LE.3	
LE.4	• Area is safe for students and equipment is in good repair. • Teacher instructs and monitors students on how to safely use equipment and space (e.g., appropriate use of harnesses, helmets, archery equipment and team initiatives equipment). • Teacher may use students and instructor modeling to teach a movement or technique to the class. Students, teachers and high school leaders themselves can be a resource and/or the proficient work example. • Teacher ensures that relevant materials are available and can be easily seen by all students (e.g., historical artifacts, animal evidence). • Students' work and examples may include visible actions and verbal reflections of experiential learning.

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	INDICATOR
I.1	• Content may be an affective learning objective and/or could span multiple content areas. • Personal/interpersonal skills may be the focus of the content-language objective(s).
I.2	• A rigorous task requires students to use complex physical skills, interpersonal skills and/or reflective observations. • Students demonstrate critical thinking skills through physical and verbal responses. • Students may focus on hands-on activities related to the content-language objective(s).
I.3	• Students are engaged in activities and/or are physically active at least 50% of the time. • Balance of teacher talk with students' participation. • An effective teacher will have a contingency plan to continue instruction around the content-language objective(s) while meeting the social/emotional needs of students.
I.4	• Students respond to academic language in verbal and/or physical ways; responses are rarely written.
I.5	• Amount of teacher questioning may be limited depending on the lesson. • Responses to questions may be in physical form and/or by demonstration; responses are rarely written. • Students' physical responses can be a check for understanding.
I.6	• Lesson process modification may include verbal, visual, kinesthetic and sensory experiences to enhance learning. • Differentiation adjustments may occur through one-on-one private conferencing with students.
I.7	
I.8	• Verbal and non-verbal responses may be appropriate for specific lesson and activities. • Students are accountable for contributing to collaborative group work through: cooperation, communication, compassion, concentration and caution. • Digital collaboration and communication is not an available resource.

Essential Awareness for Career and Technology Business, Marketing and Public Administration

- Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:
  - Enhance their learning and understanding of concepts.
  - Broaden their means of communication.
  - Augment their modes of collaboration in all aspects of their personal and academic life.
- There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.
- Many CTE classes have extended time and/or block scheduling so the pacing may look different than a traditionally scheduled class.
- Lessons may have a project-based format, so direct instruction may not be observed in a given lesson.
- Within this discipline, it is helpful to use the following definition of text: a text is anything that provides the student information that requires interpretation.

INDICATOR	
LE.1	• Teachers may bring awareness of different students' cultural needs with regards to diverse populations (e.g., tax credit for adult care workers).
LE.2	• Teacher encourages and monitors appropriate digital etiquette and responsible social interactions related to the use of technology and information (e.g., commenting on a blog, shared online resources, using email, etc.). • Teacher treats students the same way a professional would be treated in the industry.
LE.3	• Teacher encourages and monitors safe, legal and ethical use of digital information and technology, including respect for copyright, intellectual property and the appropriate documentation of sources (e.g., citing sources in research and multim edia projects). • Teacher expects students' behaviors to model the industry and addresses misconduct accordingly.
LE.4	• Students' work may not be visible in the classroom because it is stored digitally. • Students understand, use, manage and troubleshoot technology systems, applications and digital resources. • Classroom environment may look more like a workplace (industry standard) than a traditional classroom.
I.1	• Students may set their own objectives (SMART Goals) for the project they are working on as long as it connects to the larger rationale/content-language objective(s).
I.2	• Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks. • Core academic concepts and/or skills are embedded through applied learning with intentionality.
I.3	• Students may use a *workstream* or *production schedul*e plan to track their progress/pacing on a given project. • Instructor may serve as facilitator.
I.4	• Written responses may not always be a part of the lesson. • Academic language mirrors industry standard terminology. If students can use the industry language with fluidity, it denotes Distinguished behavior.

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	INDICATOR
I.5	• Visual methods (e.g., screen shots) are used to check for skill development, but skill development is only one aspect of the content. In a lab setting, students should be able to demonstrate the concept/skill in addition to discussing it (e.g., students are able to discuss the purpose of a memo, clip art, etc. and demonstrate the technical concept/skill). • If individual objectives are set, students can connect their objective to the larger rationale.
I.6	• Students may be working on various projects/modules at any given time in order to master the standards.
I.7	• Feedback is provided using industry standard terminology. • Feedback may be provided in a digital format (e.g., e-mail, commenting on a shared document, blog, etc.).
I.8	• Students may demonstrate creative thinking, collaboration and communication through the use of digital tools (e.g., multimedia production, video conferencing, blogs, online presentations, webinars and podcasts). • Depending on the objective, students may not be observed directly collaborating with each other and instead focused on their individual project. • Collaboration may include working with industry partners, actual clients, etc.

Essential Awareness for Career and Technology Health Science, Criminal Justice and Public Safety

- Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:
  - Enhance their learning and understanding of concepts.
  - Broaden their means of communication.
  - Augment their modes of collaboration in all aspects of their personal and academic life.
- There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.
- Many CTE classes have extended time and/or block scheduling so the pacing may look different than a traditionally scheduled class.
- Lessons may have a project-based format, so direct instruction may not be observed in a given lesson.
- Within this discipline, it is helpful to use the following definition of text: a text is anything that provides the student information that requires interpretation.

	INDICATOR
LE.1	• Teacher introduces an awareness of a continuum of services and resources available to special populations within the industry.
LE.2	• Teacher treats students the same way a professional would be treated in the industry. • Students may model industry attire.
LE.3	• Teacher encourages and monitors safe, legal and ethical use of patient information as required by the Health Insurance Portability and Accountability Act (HIPAA). • Teacher expects students' behaviors to model the industry and addresses misconduct accordingly.
LE.4	• Classroom environment may look more like a workplace (industry standard) than a traditional classroom. • Industry tools are a critical part of the classroom and can include medical devices, operations manuals and consumable supplies. • Students' work may not be visible in the classroom because it may be stored digitally, done as a demonstration or completed off-site. • Students understand, use, manage and troubleshoot technology systems, applications and digital resources.
I.1	• Students may set their own objectives (SMART Goals) for the project they are working on as long as it connects to the larger rationale/content-language objective(s).
I.2	• Core academic concepts and/or skills are embedded through applied learning with intentionality. • Students read and interpret complex information sources and select necessary tools based on the appropriateness to specific tasks.
I.3	• Instructor may serve as facilitator.
I.4	• Teacher provides opportunities for students to use academic language in authentic ways through demonstration. • Written responses may not always be a part of the lesson. • Academic language mirrors industry standard terminology. If students can use the industry language with fluidity, it denotes Distinguished behavior.

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	INDICATOR
I.5	• Visual methods are used to check for skill development, but skill development is only one aspect of the content. In a lab setting, students should be able to demonstrate the concept/skill in addition to discussing it.
I.6	• Students may be working on various projects/modules at any given time in order to master the standards.
I.7	• Feedback pertaining to skills, strategies, content knowledge, etc. may be in the form of a physical demonstration. • Feedback is provided using industry standard terminology.
I.8	• Collaboration may include working with industry partners, actual clients, patients, etc.

Essential Awareness for Career and Technology Hospitality and Human Services

- Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:
  - Enhance their learning and understanding of concepts.
  - Broaden their means of communication.
  - Augment their modes of collaboration in all aspects of their personal and academic life.
- There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.
- Many CTE classes have extended time and/or block scheduling so the pacing may look different than a traditionally scheduled class.
- Lessons may have a project-based format, so direct instruction may not be observed in a given lesson.
- Within this discipline, it is helpful to use the following definition of text: a text is anything that provides the student information that requires interpretation.

	INDICATOR
LE.1	• Teachers may bring awareness of different students' needs in hospitality for special populations (e.g., English Language Learners (ELL), Deaf and Hard of Hearing (DHH), American with Disabilities Act (ADA), dietary restrictions, etc.).
LE.2	• Teacher treats students the same way a professional would be treated in the industry. • Students may model industry attire.
LE.3	• Teacher expects students' behaviors to model the industry and addresses misconduct accordingly.
LE.4	• Students' exemplars may not be visible in the classroom because they are consumable or a provided service. • Classroom environment may look more like a workplace (industry standard) than a traditional classroom.
I.1	• Students may have individualized objectives.
I.2	• Students evaluate the situation and determine the appropriate tool or technique to complete a given task. • Core academic concepts and/or skills are embedded through applied learning with intentionality.
I.3	• Students may use a *workstream* or *production schedule* plan to track their progress/pacing on a given project. • Instructor may serve as facilitator.
I.4	• Teacher provides opportunities for students to use academic language in authentic ways through demonstration (e.g., students "stir vs. fold"). • Written responses may not always be a part of the lesson. • Academic language mirrors industry standard terminology. If students can use the industry language with fluidity, it denotes Distinguished behavior.

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	INDICATOR
I.5	• Visual methods are used to check for skill development, but skill development is only one aspect of the content; teacher checks for conceptual understanding as well. • Written responses may not always be a part of the lesson.
I.6	• Students may be working on various projects/modules at any given time in order to master the standards.
I.7	• Feedback pertaining to skills, strategies, content knowledge, etc. may be in the form of physical demonstration.
I.8	• Collaboration may include working with industry partners, actual clients, etc. • A potential example of effective student collaboration is students evaluating and critiquing their own and others' products/skills.

Essential Awareness for Career and Technology Skilled Trades and Technical Studies

- Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:
  - Enhance their learning and understanding of concepts.
  - Broaden their means of communication.
  - Augment their modes of collaboration in all aspects of their personal and academic life.
- There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.
- Many CTE classes have extended time and/or block scheduling so the pacing may look different than a traditionally scheduled class.
- Lessons may have a project-based format, so direct instruction may not be observed in a given lesson.
- Within this discipline, it is helpful to use the following definition of text: a text is anything that provides the student information that requires interpretation.

	INDICATOR
LE.1	• Teachers may include awareness of different building/structural requirements for special populations [e.g., American with Disabilities Act (ADA)].
LE.2	• Teacher treats students the same way a professional would be treated in the industry. • Students model safety procedures and may model industry attire.
LE.3	• Students understand safety requirements and use technology/tools appropriately. • Teacher expects students' behaviors to model the industry and addresses misconduct accordingly.
LE.4	• Students' work may be visible in the classroom as models or parts of a larger project. • Industry standard tools are a critical part of the classroom and can include hand and stationary tools, operations manuals and consumable supplies (e.g., sheet metal, lumber, etc.). • Students troubleshoot technical systems. • Classroom environment may look more like a workplace (industry standard) than a traditional classroom.

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	INDICATOR
I.1	• Students may have individualized objectives.
I.2	• Students evaluate the situation and determine how to resolve any problems. • Students read and interpret complex designs and select necessary tools based on the appropriateness to specific tasks. • Students may focus on hands-on activities related to the objective(s). • Core academic concepts and/or skills are embedded through applied learning with intentionality.
I.3	• A large portion of the class may be project-driven (e.g., building from plans), so students may pick up where they left off in the previous class. • Lab/shop time can be 60% or more of class time. • Students may use a *workstream* or *production schedule* plan to track their progress/pacing on a given project. • Instructor may serve as facilitator.
I.4	• Teacher provides opportunities for students to use academic language in authentic ways through demonstration. • Academic language mirrors industry standard terminology. If students can use the industry language with fluidity, it denotes Distinguished behavior.
I.5	• Teacher checks for understanding and progress of skills in addition to concepts. • Students' responses may be by demonstration, not verbal or written.
I.6	• Students may be working on various projects/modules at any given time in order to master the standards.
I.7	• Feedback pertaining to skills, strategies, content knowledge, etc. may be in the form of a physical demonstration.
I.8	• A potential example of effective student collaboration is students evaluating and critiquing their own and others' products. • Collaboration may include working with industry partners, actual clients, etc.

Essential Awareness for Career and Technology STEM, Design and Information Technology

- Career and Technology classes are designed to develop students' abilities in utilizing Postsecondary and Workforce Readiness skills to:
  - Enhance their learning and understanding of concepts.
  - Broaden their means of communication.
  - Augment their modes of collaboration in all aspects of their personal and academic life.
- There are specific technology tools and resources that are utilized in Career and Technology classes. Students learn the skills and explore the content while utilizing these tools/resources. It is also possible that assignments from other classes could be completed while learning how to apply these tools and resources to those contexts.
- Many CTE classes have extended time and/or block scheduling so the pacing may look different than a traditionally scheduled class.
- Lessons may have a project-based format, so direct instruction may not be observed in a given lesson.
- Within this discipline, it is helpful to use the following definition of text: a text is anything that provides the student information that requires interpretation.

INDICATOR	
LE.1	
LE.2	• Teacher treats students the same way a professional would be treated in the industry. • Students may model industry attire.
LE.3	• Students understand safety requirements and use technology/tools appropriately. • Teacher expects students' behaviors to model the industry and addresses misconduct accordingly.
LE.4	• Students' work may not be visible in the classroom because it is stored digitally. • Industry standard tools are a critical part of the classroom and can include hand and stationary tools, digital software, operations manuals and consumable supplies. • Students troubleshoot technical systems (e.g., 3D printer). • Students' work may be visible in the classroom as models or parts of a larger project.

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INDICATOR	
I.1	• Students may set their own objectives (SMART Goals) for the project they are working on as long as it connects to the larger rationale/content-language objective(s).
I.2	• Students read and interpret complex designs and select necessary tools (digital or industry specific) based on the appropriateness to specific tasks. • Core academic concepts and/or skills are embedded through applied learning with intentionality.
I.3	• Students may use a *workstream* or *production schedule* plan to track their progress/pacing on a given project. • Instructor may serve as facilitator.
I.4	• Teacher provides opportunities for students to use academic language in authentic ways through demonstration (may not be verbal). • In a lab setting, students should be able to demonstrate the concept/skill in addition to discussing it (e.g., students discuss the purpose of rotating, gradients, etc. and demonstrate the technical concepts). • Academic language mirrors industry standard terminology. If students can use the industry language with fluidity, it denotes Distinguished behavior. • Written responses may not always be a part of the lesson.
I.5	• Visual methods are used to check for skill development, but skill development is only one aspect of the content; teacher checks for conceptual understanding as well.
I.6	• Students may be working on various projects/modules at any given time in order to master the standards.
I.7	• Feedback pertaining to skills, strategies, content knowledge, etc. may be in the form of a physical demonstration.
I.8	• Students primarily demonstrate creative thinking, collaboration and communication through the use of digital tools (e.g., multimedia production, video conferencing, blogs, online presentations, webinars and podcasts). • Depending on the objective, students may not be observed directly collaborating with each other and instead focused on their individual projects. • A potential example of effective student collaboration is students evaluating and critiquing their own and others' products and skills. • Collaboration may include working with industry partners, actual clients, etc.

DANCE Appendix

Essential Awareness for Dance

- Observers should be aware that the frequency and length of classes varies widely throughout the district, particularly at the elementary level. Teachers may see a given class as few as twenty class sessions for the entire school year. Individual students may have gaps in knowledge due to the varying amounts of time schools schedule dance instruction (e.g., School A's students have dance every other year. A student from School A transfers to School B, where dance is taught each year.)
- Dance as art represents creative expression through the medium of human movement. The essence of dance is to create, compose, feel, interpret, perform and respond, all through movement. Dance is the physical expression of an idea developed through a process of research, inquiry and movement discovery. As students study dance, they gain skills and physical abilities which allow them to create, perform, view and respond to works of dance. Improvisation and selection lead to the production of dance works using traditional materials or the latest technologies.
- Mastery is often demonstrated through movement, rather than through speech or writing. However, dance students should be able to communicate about the *tools* of dance (e.g., parts of their bodies, special shoes, technology or instru- ments), the *techniques* of dance (e.g., jazz, tap, West African, ballet, etc.), the *characteristics* of dance (e.g., space, time and energy), and the *expressive features* (i.e., how dance is used to communicate meaning). Only a few of these may be explicitly discussed in any one class, and would be expected to be appropriately simple or complex for students' grade level and ability.
- The purpose of dance education, in all grades, is to broadly educate all students in dance as an art form and to promote physical activity for fitness.
- During dance class, students should be participating in physical dance activity 50% or more of the time. Observers should be aware that frequency and length of classes vary widely throughout the district.
- For the dance context, a "text" in the Framework for Effective Teaching may refer to anything that provides the student information and requires interpretation (e.g., a recorded video performance of a master choreographic work that the students respond to in writing, music to be interpreted kinesthetically, etc.).

	INDICATOR
LE.1	• Lesson allows time for students to reflect on cultures, background experiences and/or connections to other sports/ activities; however, the majority of class time should be spent in physical activity. • While a teacher may be hired or required to teach a certain technique, each of which has its own connections to various world cultures (e.g., ballet is derived from Western European court traditions and has been shaped by various Western powers over the past 300 years, while flamenco has roots in Spain and North African cultures, but has been shaped by many South and Central American countries), a distinguished teacher would facilitate students' connections to their own cultures, whether through music, texts, videos or guest artists.
LE.2	• Teacher encourages and demonstrates the belief that all students (regardless of gender, sexual orientation, ethnicity, physical ability, etc.) can perform dance movements.

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INDICATOR	
LE.3	• Effective transition times can vary due to environmental or activity constraints. Class rituals for specific recurring activities are in place (e.g., changing from street shoes to tap shoes, changing clothes, warm-up routines, moving barres, changing from center work (which often happens in one spot) to across the floor work (which often happens in lines moving across the floor), etc., but there may not be rituals in place for activities that happen irregularly (e.g., distributing costumes, clearing a new classroom to be suitable for dance).
LE.4	• Area is safe for students, void of any obstructions, when possible. • School provides equipment that is in good repair when possible. • Teacher instructs and monitors students on how to safely use equipment and space (e.g., personal space when performing, types of floors that are appropriate for certain types of shoes). • Teacher arranges space for students to see and hear instructions, minimizing environmental disturbances. • Students' work and other supports on the walls may be minimal, especially if the dance lesson is conducted in a shared space. • Technology may not be appropriate for every lesson or learning environment. • Teacher may use students to demonstrate motion, movement, techniques, etc. to the class.
I.1	• Long-term goals (unit goals, performance goals) are sometimes used to create and/or connect to daily objective(s) for classes.
I.2	• A rigorous task requires students to use complex physical skills (i.e., First grade: students move from one locomotor skill to the next with little hesitation; Eighth grade: students perform prescribed and self-created choreographic work.) • In some cases, lessons may be focused on repetitive practice, which is considered rigorous as research about cognitive load during movement demonstrates that learning and mastering movement has a higher cognitive load than later in the choreographic process, when refining movement carries a lighter cognitive load. • Some lessons may include moderate to vigorous physical activity as evidenced by physical effects such as increased breathing and sweating. Low intensity movements such as warm-up and cool-down can also be a part of the lesson. • Responses to questions may be in physical form and/or by demonstration. • Students may demonstrate critical thinking skills through movement, technique, dance skills, choreographic and/or improvisational responses. • Teacher facilitates problem solving and critical thinking through creative individual or group projects. • A "text" may refer to anything that provides the student information and requires interpretation (e.g., a recorded video performance of a master choreographic work that the students could respond to in writing, music to be interpreted kinesthetically, etc.)
I.3	• Balance between teacher talk and student participation. • Students are physically active more than 50% of class time. • A distinguished-level teacher provides extension activities that allow students to explore essential questions through body movement and skill repetition.
I.4	• In addition to verbal and/or written response, students may also demonstrate academic language in a kinesthetic way. • Along with opportunities for students to verbalize language function and form (ex: Sequencing: "First I do, next I and finally.") academic language may also refer to vocabulary words for specific movements/concepts [which may be in another language (e.g., ballet movement vocabulary is generally in French)], or synonymous words that have a discipline-specific meaning (e.g., STEAM in a dance class refers to the elements of choreography: space, time, energy and mixture; rather than science, technology, engineering and math).

	INDICATOR
I.5	• Responses to questions may be in physical form and/or by demonstration; written responses may not always be a part of the lesson. • The majority of questioning should extend learning of skill acquisition, strategy and/or rule application. • Observation of students' physical responses can be a check for understanding.
I.6	• Teacher uses verbal, visual and kinesthetic experiences to enhance learning. • Teacher makes content accessible through skill and form demonstration. • Teacher differentiates physical activities to meet diverse needs of students (i.e., teacher proactively plans for students with diverse physical capabilities). • Differentiation adjustments may occur through individual correction and feedback given throughout the class. A distinguished teacher would provide scaffolded opportunities for peer-to-peer constructive criticism. • Appropriate scaffolding is provided to allow most students (>75%) to accomplish the physical task.
I.7	• At more advanced levels, students should take individual corrections the teacher gives to others and apply it to their own work. • In addition to descriptive feedback about the content-language objective(s), feedback should be differentiated to include: ▯ kinesthetic cues (e.g., "Put all your weight on the right foot.", etc.), ▯ musical cues (e.g., "Quick, quick, slow" or "Hold this position for four beats.", etc.), ▯ numerical cues (e.g., "The waltz music is counted in threes, so there are three steps in each waltz meter.", etc.), ▯ visuospatial cues (e.g., "Move upstage diagonally right." or "Your port de bras should not cross the midline.", etc.) and ▯ healthy body positioning and alignment (e.g., "Your knee should always be over your heel in a lunge.", etc.). • Feedback may include physical demonstration that addresses skills, strategies, content knowledge, etc.
I.8	• Teachers will provide students with opportunities to communicate toward the objective, while still honoring a minimum of 50% physical activity. Student communication can include: coaching peers, small group critique, partners discussing a prompt, etc. • Examples of students' collaboration can include: being a good audience member (for younger students), giving constructive feedback on students' performances (for older students), working in groups on choreographic or improvisational activities, etc. Some units may facilitate collaboration more than others (e.g., a unit with student choreography as an outcome may leave more room for collaboration than a unit with a performance of teacher choreography as an outcome).

DEDICATED ELD (ENGLISH LANGUAGE DEVELOPMENT) Appendix

Essential Awareness for ELD

Dedicated ELD is a daily period of time devoted to explicit instruction in how the English language works, the forms/ structures of English (i.e. morphology, vocabulary, syntax, conventions, functions, registers), as well as the language stu- dents need to participate in academic discourse and conversational language. In Denver Public Schools, Dedicated ELD is a minimum of 45 minutes daily. English is the primary language of instruction during the Dedicated ELD time period.

Dedicated ELD is distinct from content-area instruction, most notably in the following 5 areas:

1. ***Portability***—Language taught during Dedicated ELD should be highly portable and should help students participate in a variety of academic and social settings.
2. ***Explicit Language Instruction***—Language is the primary focus of the lesson. Direct instruction in the functions and forms* of language should be evident.
3. ***Rigor***—Language rigor is defined as expanding students' language in complexity (more sohphisticated) and/or quantity (extending the length of discourse). The focus in ELD is on linguistic rigor, not rigor of content.
4. ***Metalingustic Awareness***—There is a shift from thinking about thinking (i.e. metacognition) in content-area instruc- tion, to thinking about language (i.e. metalinguistic awareness) in Dedicated ELD.
5. ***50% Student Talk***—Students focus on all 4 language domains (reading, writing, speaking, and listening) during the dedicated ELD block; however, speaking is emphasized and students should be engaged in productive student talk 50% of the time. At the secondary level, all students should be engaged in producing high-leverage and portable language for 50% of the ELD lesson, in order to enhance students' ability to analyze target language in text and use target language to produce more sophisticated writing.

Acronym: **PERMS**

Additional resources regarding guidance in ELD programming, instruction, scheduling, and budget/staffing requirements, as well as the ELD Instructional Sequence, is available at **eld.dpsk12.org**.

*Functions are the purpose for using language (i.e. describe/explain, cause/effect, sequence, compare/contrast, etc.) and the forms are the language that we use to accomplish that purpose. For example, if the language function is comparing/contrasting, the forms might include however, both, on the other hand, as opposed to, etc. Or, if the function is cause/effect, the forms might include since, resulted in, due to, had an impact on, etc.

	INDICATOR
I.1	• Language drives ELD instruction, not content. ***Explicit Language Instruction*** • Intentionally supporting students to make target language transferable to other real-world situations/other content areas (Ex. "I can use this language in Literacy when we are comparing/contrasting two characters.") ***Portability***
I.2	• Language rigor may be evident in students displaying verbal and/or nonverbal processing cues including: Slowed rate of speech, looking up or down, pausing, repeating part of the sentence, referencing posted language supports, etc.). ***Rigor*** • Encouraging students to think about which language is most appropriate for various audiences and contexts. (Ex. When I'm describing with my friends on the playground, I might say…(informal/general description); however, when I'm describing in an essay for class, I might use…(formal/sophisticated descriptive language) ***Portability and Metalinguistic Awareness***
I.3	• Pacing allows for the completion of the **ELD Instructional Sequence** (I do/We do/You do) so students have ample time to produce language through interactive activities in small groups and/or pairs ***Explicit Language Instruction and 50% Student Talk.*** • When appropriate, teacher highlights connections between L1 and L2, (for example: similarities and differences in sound systems, structures, word meanings and effects of context on meanings, etc.). ***Metalinguistic Awareness***

INDICATOR	
I.4	
I.5	• Making needed adjustments in language instruction, such as increasing complexity/sophistication of target language forms or increasing language supports based on results of checks for understanding. ***Rigor***
I.6	
I.7	• Ensuring student produces corrected form after giving concrete feedback on language. ***Rigor and 50% Student Talk***
I.8	• Student interaction routines are structured for ALL students to have equitable access to practice the target language. (Ex. Students are invited to share what their partner said, students build on or paraphrase what partners shared, Partner A and Partner B are asked different questions so that they both have to respond, etc.) ***50% Student Talk*** • At the elementary level, ALL students are engaging in purposeful talk for at least 50% of the lesson, and using oral language to bridge to writing as appropriate. At the secondary level, all students should be engaged in producing high-leverage and portable language for 50% of the ELD lesson, in order to enhance students' ability to analyze target language in text and use target language to produce more sophisticated writing. Refer to Newcomer Appendix, I.4 for what this may look like for ACCESS Levels 1 and 2. ***50% Student Talk***

Essential Awareness for Drama and Theatre Arts

- Observers should be aware that the frequency and length of classes varies widely throughout the district, particularly at the elementary level. Teachers may see a given class as few as twenty class sessions for the entire school year. Individual students may have gaps in knowledge due to the varying amounts of time schools schedule drama instruction (e.g., School A's students have drama every other year. A student from School A transfers to School B, where drama is taught each year).
- Theatre arts benefit students because they cultivate the whole person, gradually building many kinds of literacy while developing intuition, reasoning, imagination and dexterity into unique forms of expression and communication. Theatre honors imagination and creativity, and students who engage in theatre benefit from learning these skills and many others that prepare them for the 21st century, including innovations in technology.
- Students grow in their ability to comprehend their world when they learn theatre arts. As they create dances, music, theatrical productions and visual works of art, they learn how to express themselves and how to communicate with others. Because theatre arts offer the continuing challenge of situations in which there is no standard or approved answer, those who study the arts become acquainted with many perspectives on the meaning of "artistic value."
- For the drama context, "text" in the Framework for Effective Teaching may refer to anything that provides the student information and requires interpretation (e.g., a script with stage directions, a theater performance, a class improvisation exercise that the students are asked to analyze, etc.).

	INDICATOR
LE.1	• Teacher uses performance exemplars of characters and/or performers with whom the students identifies. • Distinguished teachers will facilitate connections between the works studied and individual student culture (e.g., if a high school class is working on a Greek drama like Antigone, the teacher could ask about revenge stories in other cultures). • Teacher reassures students and addresses concerns about performing in front of others by modeling ways to overcome stage fright and providing adequate time for students to become comfortable in front of an audience.
LE.2	• Teacher provides an emotionally safe environment when dividing students into groups/partnerships and when assigning roles/parts. • Teacher creates positive audience environment (by teaching etiquette and critique norms) and fosters healthy actor/audience relationships.
LE.3	• Effective transition times can vary due to environmental or activity constraints. • Students are able to work independently either by themselves or in small groups.
LE.4	• Student work and other supports on walls may be minimal due to space constraints and/or space sharing with various school activities. • Teacher may use students as resources to demonstrate motion, movement, techniques, etc. to the class for instructional purposes. • Students exhibit theatre safety through their respectful use of equipment and resources including props, costumes, scenery, etc. • Technology may not be appropriate for every lesson.

DRAMA AND THEATRE ARTS Appendix

I.1	• Rigorous learning around language may focus on different aspects of language (e.g., the cadence of the language, the inflection of the language, etc.) than in other academic settings. • Students are able to connect dramatic play to larger real life context. • Students show concept mastery through performance-based tasks (e.g., use stage directions on stage, employ characterization techniques, participate as actor and audience, etc.).
I.2	• A rigorous task may require students to use complex physical skills (e.g., blocking, stage movement, choreography, etc.). Tasks of appropriate rigor may not be comfortably acquired in one class period. • Responses to questions may be in physical form and/or by demonstration. • Students demonstrate critical thinking skills through physical/vocal responses and performance. • Teacher facilitates problem solving and critical thinking through performance activities (e.g., pantomime, scene work, etc.). • Students provide performance rationale (for self and/or others). • Teacher provides extension activities that allow students to explore essential questions through body movement and skills. • A "text" may refer to anything that provides the student information and requires interpretation (e.g., a script, a theatre performance, a class improvisation exercise that the students are asked to analyze, etc.).
I.3	• Balances teacher talk with students' participation. • Students are engaged in kinesthetic activities at least 50% of the class period.
I.4	• In addition to verbal and/or written responses, students may also demonstrate academic language in a physical way. • Academic language may include demonstration of vocabulary and or concepts (e.g., stage directions, pantomime, improvisation, etc.).
I.5	• Responses to questions may be in physical form and/or by demonstration; written responses may not always be a part of the lesson. Observation of students' physical responses can be a check for understanding. • For some performance-based tasks/objectives, checks for student understanding will take place over several lessons. Due to time constraints, a teacher may not have the opportunity to check all students. • The amount of questioning may be limited, but when it occurs, it should extend learning of skill acquisition and/or strategies.
I.6	• Teacher uses verbal, visual and kinesthetic experiences to enhance learning. • Teacher makes content accessible through skill and form demonstration. • Differentiation adjustments may occur through one-on-one private conferencing with students.
I.7	• Feedback may include demonstrations pertaining to skills, strategies, content knowledge, etc. • Descriptive feedback is specifi to the process (e.g., "project", "cross stage right", "use vocal infl and to the project (Feedback may be withheld until the end of a scene/act and then given all at once.). • In addition to descriptive feedback regarding objectives, teacher provides feedback about movement and/or performance. This may occur during scene work.
I.8	• Verbal and non-verbal responses are appropriate for specific lessons and activities. • Students collaborate as they participate in whole-group, small-group and/or partner activities, as evidenced by exhibiting collegiality, encouraging classmates, participating in performance activities and coaching peers. • Students are able to critique their own work and the work of others in a positive and productive manner (e.g., discusses activity, justifies answers, ask questions of others).

Essential Awareness for Early Education

- The term early education technically refers to students in early childhood education through eight years of age. This appendix is intended to be used for ECE age 3 years old through second grade classroom observations.
- Much of the learning in preschool should be designed as high-level play. Student-driven choice time is required for one- third of the preschool day as is best practice and program quality indicators tied to preschool program funding. While not required, a daily scheduled choice time is best practice for Kindergarten. Activities available during choice should be developmentally appropriate for the students in the room and designed to be interesting to students. Choice should not be a rotation of small group, teacher-driven tasks.
- Focused attention span for young children is approximately 1 minute x age+ 1. For example, a 3 year-old can generally focus during a direct instruction lesson for 4-6 minutes. Effective and appropriate small group and whole group lessons should last 6-30 minutes depending on students' age or level of development to optimize learning with the intent toward building appropriate stamina in ECE through second grade.
- In mixed-age classrooms there will be an observable difference in students' behaviors.
- There are a multitude of state compliance and quality indicators tied to funding sources that ECE teachers must work within. Consult with each teacher to be fully aware of the constraints and guidelines in each classroom.
- Like all students, for a task to be rigorous it must be in a student's Zone of Proximal Development providing opportunity for cognitive effort. Be aware that this does not mean doing more of the same task or mastering a series of skills such as memorizing/copying sight words. Observation of students engaged in both fine- and gross-motor development tasks is essential and can be considered rigorous because it leads to cognitive development.
- When determining "progress toward mastery" of content and language it is crucial for observers to seek understanding of developmental progressions that grow through experiences and intentional teacher support. When in doubt, consult with the teacher or ECE Department.
- It is best practice to use transition time to facilitate oral language development, problem solving and collaboration. Transitions (e.g., hand washing, toileting, snacking, cleaning up, lining up, walking in line, etc.) are themselves learning opportunities.
- Observers should look for the student behaviors in Distinguished occurring and include that in observation forms. However, Distinguished student behaviors will almost always require sustained support from the teacher.

EARLY EDUCATION Appendix

INDICATOR	
LE.1	
LE.2	
LE.3	
LE.4	
I.1	• Because prereaders through emergent readers are unlikely to refer to written CLO or pull meaning from it, observers should focus on the first Effective student behavior "Students demonstrate understanding of content-language objectives as evidenced through their questions, comments and work." • During purposeful, student-driven choice time, objectives should be embedded and observable through descriptive feedback, higher-level questioning, intentional selection of materials, facilitated use of oral language and checks for understanding to promote ongoing students' learning. Follow up conversations may be necessary in order for the observer to gain clarity of these objectives.
I.2	• The use of digital media is limited to 15 minutes per child per day by compliance and quality measures for preschool only. • While the FET is not intended to be a checklist, it is worth noting that the last student behavior in the Effective column rarely applies to students in preschool through first grade. • It typically requires significant support for students in preschool through first grade to constructively evaluate other's reasoning. Therefore, observers should capture when it is happening with appropriate teacher support and not penalize teachers if it is not occurring during observations.
I.3	
I.4	
I.5	• Teacher will check for understanding of behavioral and procedural expectations in addition to academic expectations. • Student responses may be oral, gestural or physical demonstrations.
I.6	
I.7	• Teacher might give students descriptive feedback regarding how to be successful in all aspects of school (i.e., not just academics). Descriptive feedback aligns to overlapping and intertwined objectives that includes an academic focus as well as an intentional focus on behaviors and procedures to support learning.
I.8	• Teacher supports students as they progress from parallel play to independent play to play then to cooperative play and then ultimately to collaboration. This means teachers are evaluating students' readiness and supporting growth to the next stage. Likewise, observers are evaluating students' readiness and evaluating lessons accordingly.

EDGENUITY CREDIT/UNIT RECOVERY Appendix

Essential Awareness for Edgenuity Credit Credit/Unit Recovery

- Credit Recovery (CR) provides opportunities for students to retake classes and demonstrate competency in specific content standards for the class(es) they previously failed. CR opportunities are available (using standards-based Edgenuity Learning Digital Curriculum) during the traditional school year, at home, on Saturdays, after school, etc.
- Unit Recovery (UR) provides opportunities for students to collaborate with the original teacher to retake a unit previously failed. UR is also standards-based and available via Edgenuity Learning Digital Curriculum

	INDICATOR
LE.1	• Cultural perspectives could include perseverance, graduation, attendance, high expectations, course completion or impact of credit recovery on students' futures.
LE.2	
LE.3	
LE.4	• Observer may not see students' work posted; it may be online or in folders/notebooks.
I.1	• Students often have individualized objectives (via the prescriptive pretest pathway). The content-language objective(s) domain, how students demonstrate the content, will be through writing. (Speaking moves to the Distinguished performance category.)
I.2	• Teacher augments instruction with additional supports. • Teacher augments instruction with additional activities/projects outside the digital learning curriculum to enhance students' learning. (Distinguished performance category)
I.3	• Anticipatory sets guide students' lessons, activities and units throughout the standards-based digital curriculum. • Teacher/student talk will be evident as the teacher uses varied strategies within one lesson (e.g., guided inquiry/direct instruction) in working with: Individual students (unit recovery/credit recovery). Groups of students (unit recovery, credit recovery, original credit).
I.4	• Opportunities for students to use academic language will be predominantly through writing (Distinguished performance category would include planned opportunities for speaking.).

EDGENUITY CREDIT/UNIT RECOVERY Appendix

	INDICATOR
I.5	• Teacher gathers data about students' learning through formative assessments, progress tracking and/or questioning. This data is used to individualize instruction and ensure mastery-based learning of specific content-language objective(s)/standards. • Teacher uses digital curriculum that allows for: ▯ Individual student learning experiences. ▯ Formative assessments/feedback. ▯ Progress tracking to identify needed remediation and/or intervention. ▯ Other supports necessary to enhance learning. • Students demonstrate a clear understanding and mastery (80% or better) of content standards on computer- and teacher-scored assessments while using digital learning curriculum and resources.
I.6	• Teacher uses technology (e.g., digital learning curriculum and resources) to provide a high level of flexibility and differentiation in how students learn and show mastery of content-language objective(s).
I.7	• Teacher uses digital learning curriculum and resources to provide individualized instruction, making personalized connections to standards. • Next steps might include a revised assessment, a project or an additional assignment to demonstrate proficiency.
I.8	• Teacher augments instruction with additional opportunities for student communication and collaboration. (Distinguished performance category)

Instruction is aligned to required components of district-approved Language Allocation Guidelines (elementary & secondary)
(LEAP Framework P.2)

- In elementary ELA-S and S/E classrooms, the expected amount of Spanish literacy taught at the grade level is reflected in anchor charts, visuals, and graphic supports (LEAP Framework P.2).
- While students may use English and Spanish to demonstrate understanding, teacher intentionally stays in language of instruction (i.e. "target' language) (LEAP Framework I.4).
- Methods that match how Spanish works are used to teach foundational Spanish literacy (primarily K-2) (LEAP Framework I.3)
- Most differences are found in phonics instruction; comprehension is generally similar.
  See What's Different About Learning to Read in Spanish?
- The teacher guides students in noticing how Spanish and English are similar (Metalinguistic Analysis, Contrastive Analysis– e.g. cognates, plurals, punctuation, similar patterns, etc.) and how Spanish and English are different (e.g. 5 vowel sounds in Spanish and 15 vowel sounds in English, gender in Spanish and not in English, etc.)
  See Bridge and Metalinguistic Analysis Guidance (LEAP I.3).

Essential Awareness for Teachers of Gifted and Advanced Students (Classroom or "Pull-Out")

- This appendix is for use by classroom teachers of students identified as Gifted and Talented (GT) or Highly Gifted and Talented (HGT) as well as GT teachers.
- The learning needs of GT and HGT students can be accommodated with a variety of strategies, but differentiation focusing on depth, complexity and/or pacing should be evident. A larger quantity of the same work as other students and/or supporting other students is not adequate differentiation.
- Gifted/Talented thinkers are more likely to be engaged with learning when it is rigorous and challenging; thus, higher- level, open-ended questions and learning activities related to real-world problems are effective strategies for whole-group GT and HGT instruction.
- Extensions and/or independent or partner projects can be offered in lieu of classwork that is not sufficiently rigorous. GT extensions are being developed for many curriculum materials and are appropriate for GT students. HGT students may require more rigorous options.
- GT and HGT students should be offered frequent opportunities to work together.
- Some GT resource teachers work through a "push-in" model and the learning environment is less under their control.

INDICATOR	
LE.1	• Addresses affective issues of gifted students in a way that provides support for their unique actions/interactions with teachers and peers.
LE.2	• Responds appropriately to students who challenge ideas and opinions with persistence and insistence, demonstrating an understanding that such questioning is not a show of disrespect.
LE.3	• Recognizes gifted students' needs for clarity around issues of "justice"; teacher explains rationale behind discipline. • High expectations are appropriately differentiated for gifted students.
LE.4	• Makes high-level materials available to students for whom grade-level work is not appropriate or has already been mastered. • Provides opportunities for acceleration beyond grade level content and standards.
I.1	• Objectives may be intentionally open-ended to allow for rigorous and complex higher-level thinking. • Objectives may be above the current grade level if students have mastered and would not be challenged by grade-level objectives. • In a "push-in" setting, the classroom teacher's content-language objective(s) may be modified by the GT teacher to meet the needs of gifted/talented students.
I.2	• Adjusts instruction and/or support when it is recognized that students' lack of engagement reflects inadequate rigor.
I.3	• Addresses academic needs of gifted/talented students by using appropriate methodologies and materials (e.g., pre-assessment, compacting, tiered instruction, contract learning, independent projects, etc.). • Uses alternate curriculum materials when appropriate to meet students' needs (e.g., Junior Great Books, Hands-On Equations, William and Mary curriculum materials, etc.). • Paces instruction appropriately for gifted/talented students and/or releases them from whole-group instruction as soon as they have grasped the new learning.
I.4	• Uses appropriately challenging/advanced academic language, including above grade-level vocabulary when appropriate.

GIFTED EDUCATION Appendix

INDICATOR	
I.5	
I.6	• Differentiates intentionally for gifted/talented students by adding depth and/or complexity to tasks. • Encourages gifted/talented students to make progress toward an individual goal or interest area if they have mastered the grade-level objective(s).
I.7	• Gifted/talented students set their own "next steps" in response to feedback.
I.8	• Utilizes heterogeneous and homogeneous grouping depending upon the explicit learning objective. Gives gifted/talented students opportunities to collaborate specifically with one another. • Clusters by academic need for instruction, as appropriate.

Essential Awareness for Intervention

- Interventions may be necessary for students who are performing below grade level. The goal is to accelerate students' learning in order to close the academic gap between them and their peers through responsive, differentiated, direct instruction.
- Intervention delivery varies in intensity (group size), frequency and duration depending upon students' needs and the intervention program being used. Interventions may take place within a classroom or as a "pull-out."
- To be effective, interventions should:
  - Be explicit, well organized, structured and systematically integrated with the general education practices of the standards-based core curriculum.
  - As appropriate, include higher-order processes, even for students whose foundational skills are below grade level.
  - Use frequent progress monitoring to track growth and inform instruction.
  - Teach self-regulation strategies. Planning, self-monitoring and self-correction of actions are taught, prompted and reinforced by routines, explicit expectations and differentiated support.
  - Be linguistically and culturally responsive to students' needs.
- Guided Reading Plus is a district approved in-class or "pull-out" intervention resource for students reading below grade level. Guided Reading Plus emphasizes problem solving strategies, comprehension, fluency, word-soling strategies and reading and writing links during guided reading, word building activities and shared writing. Each Guided Reading Plus lesson has specific components taught in an intentional sequence for specific purposes.

INDICATOR	
LE.1	
LE.2	• Students taking leadership roles and making self-directed choices will rarely be observed. • Teacher shows respect for and motivates students by making connections, building on strengths and targeting specific needs.
LE.3	
LE.4	• Classroom is arranged to facilitate teacher-to-student interaction to the extent possible. • Students' work may not be posted due to limited space.

INTERVENTION Appendix

INDICATOR	
I.1	• There may be multiple rigorous objective(s) that focus on foundational processes and strategies and/or spiral throughout the lesson dependent on students' needs. The objective(s) are still connected to a larger rationale (e.g., "We are going to because good readers ."). • The objective(s) may change or vary within a given lesson since the teacher is responding to the students in real time. • Guided Reading Plus Lessons: In an effort to develop student automaticity, content-language objective(s) may not be specifically stated nor may students be asked to state the content-language objective(s) or their strategies. Evidence of Effective practice includes students independently applying the strategies that the teacher is teaching, prompting and reinforcing toward.
I.2	• In some cases, intervention lessons may be focused on solidifying what students already know, which is considered rigorous because this supports new learning. • Guided Reading Plus Lessons: Learning to read is, in and of itself, rigorous. The discussion of the text on the reading day requires literal comprehension. Deep, high-level thinking is incorporated into the writing day. • Guided Reading Plus Lessons: It may not be appropriate for students to identify exemplar work or critique each other.
I.3	• Instructional methods may serve to reinforce prior learning, rather than build, to solidify students' foundational skills. • Guided Reading Plus Lessons: The amount of student/teacher talk may look different than a traditional lesson. Some lessons are more about comprehensible input (to ensure successful reading of the text and quality discussion afterwards), so students may do more listening to the teacher than talking.
I.4	
I.5	• Level of questioning will vary depending upon the skill being taught during the intervention; however, there should be evidence of scaffolded questions.
I.6	• In an individual or small-group setting, the intervention period is the differentiation. While the task may be the same, the teacher should respond differently to each student based on his/her needs. • Teacher judgment is used to determine appropriate amount of wait time and answers may be provided to students for various reasons (e.g., keep the lesson moving, keep students focused on their current needs). • Teachers constantly guide, scaffold and respond to students' strengths and needs throughout the lesson.
I.7	
I.8	• In individual or small-group interventions intended to accelerate the learning of struggling students, cooperative group-work may not be necessary, but is encouraged. • Guided Reading Plus Lessons: Since this is small-group guided practice with a highly expert teacher, there may be limited student collaboration. • Students may demonstrate progress toward mastery through oral collaboration (e.g., interactive writing).

Essential Awareness for Montessori

- Montessori classrooms are physically designed to accommodate students' choices, with different areas for individual-, small-, and large-group work.
- Students work with specially designed learning materials that are displayed on open, easily accessible shelves. Materials are arranged left to right (the way we read) in order of their sequence in the curriculum, from the simplest to the most complex. Each material teaches a single skill or concept at a time. As students progress, the teacher replaces some materials with others, ensuring that the level of challenge continues to meet their needs.
- The teacher thoughtfully prepares a classroom environment with materials and activities that entice students' learning. The teacher is generally not the focus of attention and frequently leads a lesson or confers with an individual student or a small group of students. Montessori teachers enthusiastically probe and receive what original ideas students generate. Lessons are often experiential, with students engaged in discovery and practice during their work time.
- In a given 45–60 minute observation period, the teacher will give at least one lesson. Observers may speak to students to find out what they are learning.

	INDICATOR
LE.1	• Effective teaching behavior examples may include: ▯ Intentionally redirecting students who are wandering without purposeful work ▯ Using a variety of multicultural materials, prioritizing the students' cultures • Evidence of Grace and Courtesy: ▯ Student voices are quiet and peaceful ▯ Students speak next to each other quietly, not across the room ▯ Students move carefully and calmly ▯ Students use steps of peaceful conflict resolution ▯ Students use a respectful tone ▯ Students use please and thank you with each other ▯ Students know how to offer an apology
LE.2	• Teacher intervenes with additional strategies after the lesson for students to persevere in the face of difficulty. • Evidence of Procedures and Routines: ▯ Students get help from each other and the guide in the manner consistent with class protocol ▯ Students work independently ▯ Student exhibit persistence and confidence in their efforts • Evidence of Grace and Courtesy: ▯ Students speak next to each other quietly, not across the room • Evidence of Work Habits: ▯ Students engaged in work individually, in a small group and in the whole group daily ▯ Students have opportunities for independent work choices daily ▯ Student behavior supports concentration in the classroom • Evidence of Instructional Approach: ▯ Guide's voice is quiet- not heard above others ▯ Guide approaches children at their level

	INDICATOR
LE.3	• Evidence of Beauty and Order: ▯ Students assist in the maintaining of the room, as appropriate for their age • Evidence of Procedures and Routines: ▯ Students and Guides open and close doors quietly ▯ Students follow directions cooperatively and in a timely manner ▯ Students and Guides handle materials with respect ▯ Students get help from each other and the guide in the manner consistent with class protocol ▯ Students transition independently from one activity to another ▯ Students respond to a bell or other signal to- stop, look and listen ▯ Students work independently ▯ Students clean up and put away work in proper location when complete • Evidence of Grace and Courtesy: ▯ Student voices are quiet and peaceful ▯ Students speak next to each other quietly, not across the room ▯ Students move carefully and calmly ▯ Students use steps of peaceful conflict resolution ▯ Students use a respectful tone ▯ Students use please and thank you with each other ▯ Students know how to offer an apology • Evidence of Work Habits: ▯ Students engaged in work individually, in a small group and in the whole group daily ▯ Students have follow up-work ▯ Students have opportunities for independent work choices daily ▯ Student behavior supports concentration in the classroom • Evidence of Instructional Approach: ▯ Guide follows the rhythm—present, circulate observe ▯ Guide's voice is quiet- not heard above others ▯ Guide has drinks and snacks at snack area—not walking around the room ▯ Guide uses intentional movement, careful and calm ▯ Guide confers with other adults quietly
LE.4	• Some classrooms may not display students' work on the walls, opting instead for walls free of clutter. Current and/or relevant students' work; however, must be well-represented in individual students' portfolios or work files. • Students may maintain their own portfolios/work files. • Evidence of Beauty and Order: ▯ Shelves are clean and uncluttered ▯ Materials are in the correct sequence within each shelf ▯ Materials are kept in good repair ▯ Students assist in the maintaining of the room, as appropriate for their age ▯ Plants, pictures, fabrics, and work samples are displayed beautifully • Evidence of Procedures and Routines: ▯ Students and Guides handle materials with respect ▯ Students get help from each other and the guide in the manner consistent with class protocol ▯ Students gather materials for their work as needed ▯ Students use work rugs, tables, and low tables appropriately ▯ Students clean up and put away work in proper location when complete

LE.4 Continues next page

	INDICATOR
LE.4	• Evidence of Work Habits: ▯Students engaged in work individually, in a small group and in the whole group daily ▯Students have follow up-work ▯Students know the system for filing work in folders, binders, and bins • Evidence of Organization and Maintenance of Space & Materials: ▯Montessori Materials—a full spectrum of Montessori materials are available in every area representing the majority of materials on each shelf ▯Walls- attractive, current, relevant, appropriate amount, uncluttered ▯Classroom library—organized by genres, author, topic, etc.; bins at student eye level or lower ▯Seating—space is available for groups at tables, low tables, or on work rugs and for individual work with freedom of seating as the norm ▯Whole group area—designated area for whole group lessons, carpeted ▯Small group area—designated area invitational groups ▯Supply area—materials available to whole class as appropriate for each level– pencils, assorted paper, markers or crayons, scissors, tape, hole punch, stapler etc ▯Daily schedule posted—as appropriate for each level ▯Observer's Chair—a chair is designated for the purpose of daily observations, and for visitor use • Evidence of Instructional Approach ▯Guide presents lessons in various locations throughout the classroom ▯Guide uses a lesson plan/ record keeping system ▯Guide observes classroom regularly, has recording system • Montessori materials are meticulously cared for and displayed in an orderly and inviting manner, representing the majority of work available to students.
I.1	• Teacher explicitly models the content activities/tasks connection to the content-language objective(s). Modeling is an important part of the Montessori classroom. • Montessori lessons often focus on one small component of a larger, standards-based objective. • Teachers often spend more time reviewing relevant earlier lessons as opposed to connecting the lesson to the "unit goals", providing the opportunity for students to make those connections to the "larger unit goals" on their own throughout the lesson and the unit. • The daily practice of Montessori pedagogy is supported by a clearly defined Montessori scope and sequence. • Faculty and staff at every level are familiar with the entire scope of the program and are able to articulate core concepts with confidence. • All of the school's environments reflect three-year instructional cycles.
I.2	• Tasks require students to extend their learning by utilizing increasingly complex materials. Montessori materials are used in almost all lessons and students are encouraged to master the physical materials until they are able to abstract the concept on their own. Although students may seem proficient at manipulating the materials, the teacher still works with them because they have not mastered abstraction. • Questions tend to be minimal during a lesson. Students are shown how to use the materials during the lesson and then questions arise during their independent work with the materials. • Digital resources/tools may be minimally used in lower elementary grades due to the nature of the curriculum. In the upper elementary grades, digital tools become more relevant in the students' research projects and presentations. • The daily practice of Montessori pedagogy is supported by a clearly defined Montessori scope and sequence. • Faculty and staff at every level are familiar with the entire scope of the program and are able to articulate core concepts with confidence. • All of the school's environments reflect three-year instructional cycles. • Qualitative Assessment, in the form of observation and documentation, is ongoing, personalized, and drives all instructional decisions.

INDICATOR	
I.3	• Montessori lessons are often short in order to focus on one small component of a larger standards-based objective. • Pacing may seem slower than necessary because the Montessori lessons are deeply scaffolded so students can truly internalize each part of the "unit of study". • During a sensorial lesson, oral and/or written language may not be observable due to the nature of the lesson's purpose. • Montessori materials are meticulously cared for and displayed in an orderly and inviting manner, representing the majority of work available to students. • Instruction is characterized by a high degree of student choice in what to work on, where to work, how long to work. • Students have ongoing access to all materials, and are allowed to choose their work freely during extended work periods. • Almost all instruction takes place in small groups (Elementary & Secondary) or one-on-one (Early Childhood).
I.4	• Some initial Montessori lessons may be done silently per the curriculum, so academic language use may not be observed during the period of time the lesson is provided. • Teacher acknowledges students' use and attempts at using academic language, including original and invented language, beyond the lesson's prescribed academic language. • Some early Montessori lessons in which nomenclature is the focus could only include the vocabulary word, so the word may or may not be used in a complete sentence. • The daily practice of Montessori pedagogy is supported by a clearly defined Montessori scope and sequence. • Faculty and staff at every level are familiar with the entire scope of the program and are able to articulate core concepts with confidence. • All of the school's environments reflect three-year instructional cycles.
I.5	
I.6	• Instruction is characterized by a high degree of student choice in what to work on, where to work, how long to work. • Students have ongoing access to all materials, and are allowed to choose their work freely during extended work periods. • Almost all instruction takes place in small groups (Elementary & Secondary) or one-on-one (Early Childhood).
I.7	
I.8	• Instruction is characterized by a high degree of student choice in what to work on, where to work, how long to work. • Students have ongoing access to all materials, and are allowed to choose their work freely during extended work periods. • Almost all instruction takes place in small groups (Elementary & Secondary) or one-on-one (Early Childhood). • As students mature, they are increasingly involved in monitoring their own progress.

NOTE: *Includes Evidence from the National Center for Montessori in the Public Sector* Environment and Essential Elements *Rubrics.*

Essential Awareness for Music

- Observers should be aware that the frequency and length of classes varies widely throughout the district. Teachers may see a given class as few as twenty class sessions for the entire school year. Individual students may have gaps in music knowledge due to the varying amounts of time schools schedule music instruction (e.g., School A's students have music every other year. A student from School A transfers to School B, where music is taught each year.).
- **At least 50%** of any given lesson is performance-based (e.g., singing, playing, creating/composing, etc.).
- Music teachers focus on process and performance, promoting well-roundedness encompassed in the CAS: Expression, Theory, Creation and Aesthetic Valuation of Music.
- Standards are taught through repertoire (seen mostly at the secondary level).
- Reading and performing notated music (traditional and non-traditional) is a rigorous task.
- For the music context, a "text" in the Framework for Effective Teaching may refer to anything that provides the student information requiring interpretation (e.g., music notated by standard notation or non-traditional symbols, recorded and/or live music performance, etc.).

	INDICATOR
LE.1	• Teacher selects music repertoire from a variety of cultures. When applicable and appropriate, repertoire is representative of the students in the class. • Teacher selects vocal and instrumental repertoire from a variety of languages and cultures. • Teacher uses performance exemplars of people whom students can identify with.
LE.2	• Examples of leadership roles: students may lead warm-ups, serve as section leaders, provide input on music selection, perform solos, serve as exemplars for classmates. • Teacher reassures students and addresses concerns about performing in front of others by modeling ways to overcome stage fright and providing adequate time for students to become comfortable in front of an audience.
LE.3	• Effective transition times can vary due to environmental or activity constraints. • Class rituals for specific activities are in place (e.g., moving from whole-group to small-groups, transitioning to and from instruments, transitioning from audience to stage).
LE.4	• Student work and other supports on walls may be minimal due to space constraints and/or space sharing with various school activities. In addition, student work may be limited due the fact that music is a performance art wherein the work is the students themselves creating sound. • **Physical** classroom arrangement is conducive to large- and small-group activities, giving teacher access to all students. • Musical instruments/equipment are used, cared for and stored appropriately (e.g., instruments are in cases, stored on shelves or in cabinets, students play and carry instruments with proper care). • Students store repertoire, folders and notebooks properly and know how to access them when needed. • Students serve as performance exemplars (solo or group). • Academic tools in a music classroom can include students' instruments and/or a student's own voice. • Academic resources in a music classroom can include: YouTube, a metronome, a tuner, software, etc. • Academic supports in a music classroom can include: posted resources about fingerings, instrument families, composers, rhythm charts, etc. • Digital tools in a music classroom may include: Garage Band, electronic keyboards, computers, etc.

MUSIC Appendix

INDICATOR	
I.1	• Long-term goals (unit goals) are used to create and/or connect to the daily objective(s) for classes. • Particularly in Orff or Kodaly classrooms, effective questioning can lead to students' discovery of the content-language objective(s) by the end of the lesson, through exploration of new concepts and/or skills.
I.2	• Students provide solutions to performance problems and the rationale for their solutions. • Students provide performance rationale (i.e., for self and others). • Students may demonstrate critical thinking skills through performance responses. • Reading and performing appropriately rigorous notated music (traditional and non-traditional) is a rigorous task (e.g., singing, playing instruments, clapping patterns). • Creative tasks such as composition and improvisation are examples of possible rigorous tasks. • A "text" may refer to anything that provides the student information requiring interpretation (e.g., music notated by standard and/or iconic notation (non-traditional symbols), song lyrics, recorded and/or music performance, etc.).
I.3	• Teacher uses musical instructional methods to support the standards (e.g., Orff, Kodaly, Dalcroze, Suzuki, Gordon, Alexander, etc.). • Teacher begins performance and non-performance classes with musical concept(s) aligned to warm-up activity. The warm-up activity can be music, oral or written.
I.4	• In addition to verbal and/or written responses, the teacher provides opportunities for students to use academic language in authentic ways through performance. • Academic language may include rhythmic syllables (e.g., ta, ti ti, du ta de, tiri tiri, 1 2 3 + 4, etc.) or the demonstration of melodic notation (e.g., note names, step numbers, solfege syllables such as do, re, mi, etc.).
I.5	• Students may respond to questions through performance execution. • Observation may be a check for understanding (e.g., If the objective is proper singing technique, teacher may observe students' execution and then provide feedback.). • For some performance-based tasks/objectives, checks for student understanding will take place over several lessons. Due to time constraints, the teacher may not have the opportunity to check all students.
I.6	• Teacher uses verbal, visual and kinesthetic experiences to enhance learning. • Teacher makes content accessible through skill and form demonstration. • Differentiation adjustments may occur through one-on-one private conferencing with students. • The parts assigned to students within the ensemble can indicate differentiation.
I.7	• Feedback may include but not be limited to correct posture, embouchure and instrument/mallet position in addition to descriptive feedback about the content-language objective(s).
I.8	• Verbal and non-verbal responses are appropriate depending on the lesson and activities. • Students collaborate as they participate in whole-group, small-group and partner performances, as evidenced by sharing conversations, exhibiting collegiality, encouraging classmates, performance activities and coaching peers.

Essential Awareness for Newcomer/Majority ACCESS Levels 1 & 2

Revised: September 2019

Newcomers/ACCESS Levels 1 and 2 students have deep funds of knowledge due to their rich cultural and linguistic experiences and should therefore be viewed from an asset-based perspective. Teachers who build strong relationships, tap into the students' assets and connect to their background knowledge and experiences, have the greatest potential to support students' academic achievements. Many aspects of the school may be new for these students: the language (e.g., students' home languages may have vastly different sounds/structures), the school setting, even classroom materials, as well as the content knowledge itself. Literacy (e.g., language structure, text directionality, page orientation) may look vastly different in the students' home languages. *Note that not all ACCESS Level 1 and 2 students are Newcomers, and student needs and experiences will vary. Newcomer students can have extensive needs, including social/emotional needs. Therefore, a positive, trauma-informed learning environment is especially important for Newcomer students.*

The main focus of the class is English language acquisition through meaningful content. Sheltering is essential to give students access to grade-level content. The observer needs to be aware that within the class, different levels of rigor are appropriate for different students based on their varying language levels. Newcomers'/ACCESS Levels 1 and 2 students' next steps in learning may look different from native English same-grade peers.

Newcomer: A student who 1) h*as limited or interrupted formal schooling 2) scored 1.0-2.4 overall (NEP) on WIDA Screener or ACCESS and may have limited native language literacy 3) been enrolled in a school in the United States for fewer than two semesters throughout the course of their education.*

ACCESS Levels 1 and 2: Students born in the United States or from other countries with an ACCESS score of 1 or 2 across some or all language domains (Reading, Writing, Speaking, Listening).

Sheltering: Involves embedding content in context (e.g., making input comprehensible by using visuals, gestures, etc.) and controlling the language register to focus on high-frequency words. Language register is one of many styles of language determined by such factors as social occasion, purpose and audience. Register is also used to indicate degrees of formality.

	INDICATOR
LE.1	• Connections to students' home cultures may be more obvious in the newcomer setting and should be asset-based.
LE.2	• Teacher creates a warm, inviting classroom in order to lower students' affective (i.e., emotional) filters so students feel safe in taking risks. • Engagement and motivation may be expressed differently in a newcomer classroom; observers may not see students verbally participating. Students in the "silent stage", for example, may express engagement and motivation though non-verbal cues.
LE.3	• There may be new students added to the classroom throughout the year who have never attended school. • Perceived off-task behavior may be due to unfamiliarity with school norms.
LE.4	• Supports (e.g., realia, pictures, songs, experiences and other visuals) may be important examples of academic tools that help embed content into context.

	INDICATOR
I.1	• Content-language objective(s) may be communicated in various ways based on language levels. • Objective(s) are aligned to Common Core/WIDA/language acquisition process. • Due to students' needs, lessons may be aligned to grade-level state standard and/or school readiness behaviors*.
I.2	• Rigor will be observed at the student's Zone of Proximal Development. Observers should be aware of the balance between content and language load. "Can-Do" descriptors and Performance Definitions can be used to determine linguistically appropriate expectations. • Visuals/graphics, manipulatives/sensory, grouping, interactive structures and other scaffolds are important supports for newcomers to be able to access the rigor of the lesson aligned to academic standards. • Time may be focused on learning the structure of the routine.
I.3	• Comprehensible input and student think time are extremely important. Pacing should be adjusted to support students' learning. The teacher will apply instructional practices that support language development: extended time, using gestures, facial expressions, increased student interactions, demonstrating with realia or utilizing visuals/graphic supports.
I.4	• Academic language may also include basic school vocabulary and high-frequency words. • Academic language may be linked to phonics, letter sound awareness, decoding, then application; or a focus on metacognitive strategies. • There may be a focus on simple sentence structures or even basic words, mixed with harder words given in context. • It is appropriate for ACCESS Level 1 students to demonstrate academic language through a variety of means [echo reading, pointing, saying yes and no (one word responses), repeating, reading, completing sentences and/or beginning a sentence]. ACCESS Level 2 students can be expected to respond using complete sentences, sentence stems and expressing more than one idea.
I.5	• Teacher will check for understanding of the content-language objective(s) and may also check for understanding of rituals/routines. • Determining whether misunderstandings stem from content or language is essential. If the check for understanding indicates an adjustment in the lesson is necessary, the teacher will determine if the focus should be on language and/or content. • Checks for understanding may include oral or physical responses.
I.6	• Differentiation must be based on language level and should account for skill-set and background knowledge. • An effective support for ACCESS Levels 1 and 2 is the strategic use of the students' home languages. This support may come from adult or student native speakers.
I.7	• Feedback may focus on language, rituals and routines or task completion. Motivational feedback/encouragement is appropriate. • Some feedback may be in the form of recasting (i.e., repeating what a student said in academic English). It may include visuals or simplified language. Next steps may be geared toward repetition of the same concept.
I.8	• Opportunities to communicate and collaborate are essential for newcomers at all language levels. More collaboration may be seen as students' language levels progress, but at the beginning may include echoing and repetition with each other. • During the silent period, students develop expressive language when actively listening as an audience member, even if they are not verbally communicating/collaborating. Expectations are aligned with students' language levels. • Digital resources should be used to provide pictures and home language support.

***School readiness behaviors** refers to behaviors that need to be in place for students to grow and allow others to grow in the school setting. They include both conduct (e.g., how to hold a pencil, sit in a chair, use western toilets, etc.) and social norms (e.g., taking turns, how to ask and answer questions, etc.).

Essential Awareness for Pathway Schools: Engagement Centers, Multiple Pathway Schools, Intensive Pathway Schools

- Each Pathway School targets a specific alternative population, based on students' ages and number of credits needed for graduation. Students at Pathway Schools (Contemporary Learning Academy, DC21, Summit Academy and Vista Academy) and Engagement Centers (PUSH Academy, Respect Academy and West Career Academy) have at least one at-risk factor. The Intensive Pathway Schools (Compassion Road, Emily Griffith High School, Excel Academy, Florence Crittendon High School, Gilliam and PREP Academy) also target a specific high-needs population.
- Each Pathway School offers students the opportunity to gain more than a year's worth of credit in one school year. As a result, school terms vary: some Pathway Schools are on trimesters, some are on quarters and one is on hexters (six-week terms). Teachers adjust curriculum accordingly.
- Teachers address students' social/emotional needs in addition to academic needs. Each school approaches this in its own way.
- Cultural responsiveness is a critical component of Pathway classrooms due to the disproportionate number of students of color and/or poverty being served in alternative schools. Relationships between teachers and students are critical as well. Teachers who know students on a deep, personal level can differentiate both instructional strategies and behavioral interventions.
- Class sizes are generally small, sometimes limiting opportunities for student collaboration but allowing for deeper relationships to develop.

	INDICATOR
LE.1	• Differentiated supports may be necessary to promote engagement with reluctant students in order to increase equity and access to the curriculum (e.g., A student may be reluctant to share cultural perspectives with the whole group, so the teacher utilizes a Turn and Talk procedure to facilitate engagement with another student.). • Based on individual student profiles, body language and/or derogatory speech may not be indicative of level of comfort, safety or engagement in class. Teacher responds to and engages individual students accordingly.
LE.2	• Students taking leadership roles and making self-directed choices may require additional prompting and encouragement. • Teacher shows respect for and motivates students by making connections, building on strengths and targeting specific needs. • Overt cooperative efforts, academic risk-taking and/or peer interactions may require additional supports. • Students encouraging their peers for academic risk taking and perseverance may be indicative of Distinguished evidence for students' behaviors (e.g., Students acknowledge academic and behavioral risk taking of other students.).
LE.3	• Positive behavioral interventions are consistently applied to support students' behavioral and/or engagement needs. Some examples may include: proximity control, redirection, maintaining a neutral tone of voice in order to minimize power struggles, prompting, caring gestures, directive statements or other language/actions aligned with schools' behavioral programs. • Misbehavior and engagement issues are supported strategically and according to individual and school policy and expectations. Teacher may be working for reduction, rather than elimination, of inappropriate behaviors. • Student body language may not be indicative of engagement level. • Since students may have challenges with transitions, all transition rituals and routines are consistently emphasized and taught through multiple repetitions. Teacher may use visual cues/strategies to support transitions. • Teacher provides descriptive feedback about behavior to reinforce classroom expectations. • Students can explain the behavioral and engagement expectations of the classroom and school environment (e.g., Students take time at the end of class to rate themselves on academic and behavioral expectations.).
LE.4	• Classroom is arranged to facilitate teacher-to-student interaction. • Additional areas designated for specific academic and emotional needs may be available within the classroom environment.

INDICATOR	
I.1	• Students often have individualized objectives and are able to articulate them. • There may be multiple objectives that focus on foundational processes and strategies and/or spiral throughout the lesson dependent on students' needs. • Students have multiple opportunities to observe, discuss and rehearse (interact with) their understanding of the classroom content-language objective(s).
I.2	• Rigorous tasks are within the context of the students' Zone of Proximal Development, with grade-level standards as the goal (e.g., Students may be working on precursor skills to prepare them for grade-level concepts and standards.). • Rigorous tasks are appropriately designed with students' social and emotional needs in mind. Students will critique thoughts and ideas; however, critiquing one another may require additional scaffolds.
I.3	• Sequencing and/or instructional methodology will be dictated by the curriculum and/or the teacher's focus on specific students' needs. • Pacing ensures that multiple objectives can be addressed in short periods of time in order to finish the course within the accelerated time frame.
I.4	• Students have multiple opportunities to observe, discuss and rehearse (interact with) academic language within the context of the lesson. • Rehearsal may require additional supports based on students' behavioral needs and level of comfort (e.g., Students write responses for Turn and Talk, then read as a script to one-another.).
I.5	• Teacher will check for understanding of behavioral and procedural expectations in addition to academic expectations.
I.6	• Teacher recognizes the strengths and needs of the group as well as individual students. Appropriate scaffolds are present and function predominantly to support the content-language objective(s) as well as behavior management necessary within the lesson. • Additional scaffolds, expectations and opportunities may be needed to promote student questioning, comments and participation.
I.7	
I.8	• Overt cooperative efforts or peer interactions may need additional supports. • In classes intended to accelerate the learning and acquisition of credits, students may be at separate points within the unit curriculum. Collaboration may be project-based (not occurring daily) and is encouraged/appropriate. • Students' engagements in communication and collaboration are reflective of the emotional and social needs of students. When students are reluctant, disengaged and/or defiant; the teacher communicates expectations and collaborates with the students to create a strategic plan of re-engagement for the students within the classroom community.

Essential Awareness for Physical Education

The Society of Health and Physical Education (SHAPE) recommends that schools provide 150 minutes of instructional physical education for elementary school children and 225 minutes for middle and high school students per week for the entire school year. A quality physical education program provides:

- Learning opportunities.
- Appropriate instruction.
- Meaningful and challenging content.
- Student and program assessment.

During physical education class, students should participate in moderate to vigorous physical activity 50% or more of the time. Observers should be aware that frequency and length of classes vary widely throughout the district.

NOTE: *As recipients of grant funding, physical education teachers might see other observers who are not part of LEAP. These observers use a tool called Systematic Observation of Physical Activity (SOFIT).*

	INDICATOR
LE.1	• Lesson allows time for students to reflect on culture, background experiences and/or connections to other sports/ activities; however, the majority of class time should be spent in physical activity.
LE.2	• Provides an emotionally safe environment when dividing students into teams/partnerships.
LE.3	• Effective transition times can vary due to environmental or activity constraints.
LE.4	• Area is safe for students, void of any obstructions. • Provides equipment that is in good repair. • Instructs and monitors students on how to safely use equipment and space (e.g., protocol for waiting in line with rackets in hand, personal space when performing, appropriate depth of water in swimming pool). • Arranges space for students to see and hear instructions, minimizing environmental disturbances. • Provides adequate resources, as much as possible, for low student/equipment ratio to minimize student wait time. • Students' work and other supports on the walls may be minimal. • Examples of technology and digital resources may include: pedometers, heart rate monitors, iPODs, DVDs, Dance Revolution, GPS, iPADs, WiiFit, sport simulators, digital cameras and timing systems in pools and on tracks. Technology, however, may not be appropriate for every lesson or learning environment. • May use students to demonstrate motion, movement, techniques, etc. to the class.

PHYSICAL EDUCATION Appendix

INDICATOR	
I.1	• Long-term goals (unit goals) are sometimes used to create and/or connect to daily objective(s) for classes.
I.2	• A rigorous task requires students to use complex physical skills (i.e., Kindergarten: combining movements to perform an overhand throw; secondary; underhand badminton serve) and/or physical fitness components (cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition). • Lesson includes moderate or vigorous physical activity for 50% or more of class time, as evidenced by physical effects such as increased breathing and sweating. Low intensity movements such as warm-up and cool-down can also be a part of the lesson. • Responses to questions may be in physical form and/or by demonstration. • Students demonstrate critical thinking skills through physical responses. • Teacher facilitates problem solving and critical thinking through game situations (e.g., offensive and defensive strategies, rules application) and/or creative group projects. • A "text" may refer to anything that provides the student information and requires interpretation (e.g., performance of a skill or routine that the student could respond about in writing, video a peer and give feedback.
I.3	• Uses grade-level curriculum appropriately, with skill progressions and supports. • Balance of teacher talk and student participation. • Students are physically active more than 50% of class time. • Provides extension activities that allow students to explore essential questions through body movement and skill repetition. (Distinguished category)
I.4	• In addition to verbal and/or written response, students may also demonstrate academic language in a physical way. • Along with content-specific vocabulary (ex: step in opposition, aim, follow-through), the expectation is that students will be provided opportunities to verbalize language function and form (ex: Sequencing: "First I do, next I and finally.")
I.5	• Responses to questions may be in physical form and/or by demonstration; written responses may not always be a part of the lesson. • The majority of questioning should extend learning of skill acquisition, strategy and/or rule application. • Student physical responses can be a check for understanding.
I.6	• Uses verbal, visual and kinesthetic experiences to enhance learning. • Makes content accessible through skill and form demonstration. • Differentiates physical activities to meet diverse needs of students (e.g., teacher proactively plans for students to move closer and/or farther from target when throwing, adjusts size of target or manipulative density). • Differentiation adjustments may occur through one-on-one private conferencing with students. • Appropriate scaffolding is provided to allow most students (>75%) to accomplish the physical task.
I.7	• Feedback should include skill drill, body positioning and alignment (e.g., "Turn sideways", "Elbow up", "Follow through", "Use the instep, not the toe to kick.") in addition to descriptive feedback about the content-language objective(s). • Feedback may include physical demonstration that addresses skills, strategies, rules, content knowledge, etc.
I.8	• Teachers will provide students with opportunities to communicate toward the objective, while still honoring a minimum of 50% physical activity. Student communication can include: coaching peers, teams discussing strategies, partners discussing a prompt, etc. • Examples of student collaboration can include exhibiting sportsmanship, encouraging classmates, performance activities and coaching peers.

Essential Awareness for Special Education: Affective Needs

- This appendix is applicable for any special educator working with a student with affective needs, regardless of whether the intervention is in a center program or provided through the mild moderate special educator.
- Students with affective needs fall into two categories: social/emotional functioning and executive functioning (see the Autism Appendix on page 63 for a better understanding of executive functioning). The treatments are vastly different, but in either case, the students' behaviors impact their ability to access the general education classroom and/or social relation- ships. Students with mild/moderate affective needs receive services from a mild/moderate teacher, while students with severe to profound affective needs may receive services in an Affective Needs classroom. All students with affective needs have a functional behavior assessment and behavior intervention plan.
- An Affective Needs classroom provides a continuum of services with inclusive opportunities. In Affective Needs classrooms, students' behaviors can be so severe that emphasis is typically on behavior interventions. Academic instruction is still critical; however, behavior often has to be stabilized in order for students to access academic instruction. When the student is not receiving academic instruction in the general education classroom, then it is the expectation that the special educator is providing academic instruction.
- Programming for students with social/emotional needs is centered on positive behavior supports. These supports include a systemic incentive plan, individual reinforcement, group contingency, intermittent reinforcement, scheduled reinforcement and clear/positive reinforcement. Systemic programs are designed to teach pro-social skills. Such programs include personal and relationship success and pitfalls, inter- and intra-expectations, restitution overcorrection, strategies to "read" situations, executive functioning skills, action plans and evaluation of interactions, role plans and generalization of skills. Social/emotional curriculum includes social skills training, character education, coping strategies, empathy training, goal setting, anger management, emotional vocabulary and positive self-talk.
- Students with affective needs may have experienced traumatic situations in reference to their community and culture.
- Cultural responsiveness is utilized within an effective Affective Needs classroom as well to consider the issue of over- identification for some student populations.

NOTE: *During the Reflective Feedback Conversation, the observer may need to confer with the teacher about Individualized Education Programs (IEPs) and behavior plans.*

INDICATOR	
LE.1	• Differentiated supports are evident to promote engagement with reluctant students, depending upon a student's behavior intervention plan, in order to increase equity and access to the social emotional curriculum (e.g., A student may be reluctant to share their cultural perspectives within a whole group so the teacher utilizes a Turn and Talk procedure to facilitate engagement with another student.). • Lessons should include a component of skill transfer (e.g., How will you use this skill within your math class?, How will you use this skill the next time you are triggered?, etc.).
LE.2	• Teacher explicitly teaches behavior and respect skills as part of the curriculum. • Teachers provide scaffolds that enable students to develop social and emotional skills (e.g., making eye contact with others, practicing receiving praise and giving compliments, etc.). • Academic risk-taking needs to be scaffolded in order to support students' needs.

SPED: AFFECTIVE NEEDS Appendix

	INDICATOR
LE.3	• An effective teacher is proactive and strategic when supporting individual student behavior. Expectations are aligned with students' behavior plans. (Teachers and support staff are aware of each student's individual behavior plan and are utilizing strategies to ensure that students are learning appropriate behaviors.) • All transition rituals and routines are emphasized and taught through multiple repetitions. Teacher has supports in place to address these behaviors (e.g., Teacher uses visual cues/strategies to support transitions.). • Teacher may be working for reduction with the goal of elimination of certain behaviors in order to support the students' successes outside of the Affective Needs classroom. • Students can explain the level system as well as their personal behavior goals.
LE.4	• Classroom includes strategic areas including a "cool down" area, small- and large-group instructional locations. • Observers should expect to see level systems clearly posted to meet the needs of these students. • Observers should see clear classroom expectations and the classroom level system clearly posted. • Paraprofessionals are being utilized throughout the lesson period to support learning and behavioral needs.
I.1	• The content-language objective(s) are reflective of grade-level curriculum, social emotional goals and are supportive of Colorado Academic Standards (e.g., Morning Meeting: identify feelings, identifying goals for the day tied to the behavior plan, etc. Social-Emotional Intervention class: promoting positive interpersonal interactions, connections to real world experiences, etc.).
I.2	• All students need appropriate scaffolds and supports (e.g., visual, group and language) during rigorous tasks. • The social/emotional curriculum should include critical thinking skills and may include opportunities for self-reflection and reflection on the students' awareness of their own social environment. Opportunities for practice and application should be present in order to support students with transferring skills learned to the "real world" outside of the Affected Needs center).
I.3	• An effective teacher will have a contingency plan to continue instruction around the content-language objective(s) while meeting the social/emotional needs of students (e.g., paraprofessional takes over, dividing groups or classroom crisis plan). • Paraprofessionals are utilized throughout the lesson period to support both learning and behavioral needs as appropriate.
I.4	• Teacher also uses academic language related to the social/emotional lesson objectives. • Explicit modeling of academic language is often used to provide context for students. Additional supports are used (e.g., pairing an outline of steps with picture cues as a visual support when teaching new social skills).
I.5	• In addition to academic questioning, it is essential that the teacher uses questioning to help the students think through alternate or more appropriate behavioral responses. • Teacher should check for understanding within the context of the content-language objective(s) and may check for understanding with behavioral learning goals. • Opportunities for reflection include the content-language objective(s) and should include social and emotional learning.
I.6	• Behavior and crisis plans are evident within the classroom.
I.7	• Teacher should provide descriptive feedback on lesson content-language objective(s) and social/emotional goals (e.g., on a point sheet).
I.8	• Intentional opportunities and additional scaffolds should be present to teach communication and collaboration among students. • Scaffolds and supports should be present within collaborative groups. • Establishing clear expectations for communication and collaboration includes: teacher directed cooperation, scaffolded conversations and scripted discussions with the ultimate goal of increasing students' independence.

Essential Awareness for Special Education: Autism

- Students who fall within this category have executive dysfunction. Students with executive functioning disorders have issues with normal cognitive functioning, usually localized in the pre-frontal cortex, and include skills such as paying attention, shifting tasks in mid-stream and regulating behaviors. These students struggle with social skills, abstract thinking, language comprehension, regulating senses and problem solving. These disorders may include Autism, ADHD, traumatic brain injury, etc. Treatments for executive functioning include applied behavior analysis and structured teaching.
- Students with executive functioning disorders respond to applied behavior analysis or structured teaching techniques. Heavy emphasis is placed on hyper-structure and behaviorism. Examples of structured teaching include: modeling, cues, ample opportunities for repetition, hyper-scaffolding of tasks and great emphasis placed on rituals and routines. The appropriate use of visuals includes visual schedules and transition objects, but over-stimulation is a concern so the use of visuals may be de-emphasized.
- Students with executive functioning disorders may or may not have a Functional Behavior Analysis/Behavior Intervention Plan (FBA/BIP) depending on the severity of behaviors and their impact on social and academic learning.
- If the Individualized Education Plan (IEP) team determined the students need a more restrictive environment to meet their needs, they might be placed in: a Pragmatic Language Affective Needs (PLAN), a Multiple Intensive-Autism (MI-AUT), Multiple Intensive (MI) or a Multiple Intensive Needs-Severe (MIS) classroom. All center classrooms provide a continuum of services that include inclusive opportunities. These center programs have highly specialized staff that provide more intensive services not provided by generalist special educators (mild/moderate special educators).
- Programming for students with executive dysfunctions involves explicit teaching of skills and strategies typically learned incidentally. This includes direct instruction in non-academic skills such as daily living skills and communication/social needs. Academics are addressed based on the severity of needs. Students with higher levels of functioning, such as students in a PLAN classroom, can access the grade-level core curriculum with appropriate adaptations and modifications. Students in MI-AUT, MI and MIS classrooms may be participating in functional academics based upon expanded benchmarks or extended evidence outcomes. Extended Evidence Outcomes are alternative standards in mathematics, science, social studies, reading, writing and communicating for students with significant cognitive disabilities who qualify for the alternate assessment established by the Colorado Department of Education. They were formerly called Expanded Benchmarks.

Use of paraprofessionals is critical in these classrooms. Teachers need to model expectations for paraprofessionals and provide corrective feedback as paraprofessionals work with students.

NOTE: *During the Reflective Feedback Conversation, the observer may need to confer with the teacher about IEPs and behavior plans.*

SPED: AUTISM Appendix

	INDICATOR
LE.1	• Students need specific and targeted supports in order to provide equitable access. • Scaffolds should be present to support peer interaction or teach interaction between students. • Autism manifests differently for every student. Evidence of students' engagements needs to be considered in conjunction with each student's individual needs.
LE.2	• Motivation is often individualized and basic (i.e., tangible rewards); students might not respond to praise. • Students may require one-on-one support to initiate tasks. Appropriate scaffolds should be present to increase students' time on task. • Students should be working on appropriately scaffolded social skills (e.g., making eye contact with a peer, practicing praise, etc.).
LE.3	• Teacher addresses behavior in a very structured manner that emphasizes using tangibles to change behavior rather than talking through emotions (i.e., reinforcement of desired behavior), or the teacher may use tangible objects while talking through emotions. Behavior is addressed individually according to students' needs. • Individual and group behavioral support plans are evident and clear. The teacher may be working on reduction of inappropriate behavior instead of elimination (e.g., ignoring specific behaviors may be a part of the student's behavior intervention plan). • Students with executive functioning needs often have challenges with transitions. Transition rituals and routines are greatly emphasized and taught on an ongoing basis. Teachers should be responsive and supportive of these needs.
LE.4	• Multi-Intensive Autism classrooms are highly specialized and may not look like typical classrooms. There may be individual work-stations, "cool-down" areas, a purposeful lack of distractions on the wall (e.g., no word wall, pictures, students' work, etc.) and/or highly specialized equipment such as "shoe-box" tasks, large balls and adaptive equipment. • Assistive technology includes augmentative communication devices and computer programs. Low-technology devices are also utilized including picture exchange systems. • Paraprofessionals are resources that are utilized to assist students in progress toward mastery of skills.

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INDICATOR	
I.1	• The Content-Language Objective(s) (CLO) should be communicated in multiple modes, depending upon students' needs (e.g., sign language, oral expression, use of picture icons, gestures, etc.). • Receptive/expressive language needs are taken into consideration when identifying function, form and supports of the content-language objective(s). • Non-verbal students use their alternative means of communication (e.g., picture exchange, eye gaze, etc.) to explain the expectation or the purpose for what they are working on. • Students demonstrate understanding of the content-language objective(s) as evidenced through their questions, comments and work using a variety of modes such as alternative communication and student response systems. • Standards-based content-language objective(s) may reference alternative standards. Alternative or modified standards can be found on the Colorado Department of Education (CDE) website (cde.state.co.us/coextendedeo). Alternative standards address real-world, life and adaptive functioning skills. • Students will utilize their preferred mode of communication to express the objective(s) of the CLO (e.g., sign language, augmentative communication, picture exchange, Spanish, etc.).
I.2	• Challenging tasks are within the students' zone of proximal development. • Students may need supports for rigorous tasks (e.g., modeling, positional readjustment, physical, verbal, visual and gestural prompts). For a skills based lesson, students are expected to apply or transfer the skill to a generalized situation. For example, with the "shoe box" task, sorting silverware can be transferred to a similar job or life skill. • Students have varying needs depending upon their language (expressive and receptive) and executive functioning skills. You may see evidence of complex tasks being scaffolded in order to meet the content-language objective(s). • Instruction of students with autism may include over-learned concepts accompanied by strategic complexity of the skill including transfer and application. Utilizing task analysis and backwards design is essential when planning lessons. • Teachers will often present the same activity throughout a lesson or during the day to emphasize routine, creating a classroom environment where students with autism are more likely to be successful. • Some students can excel in a specific category but typically excel in a skill that is over-learned, not in creation of new content. • Some classrooms focus on adaptive functioning skills (e.g., MI, MIS, MIA) that focus on practical life skills. Higher-level questioning may include application of the skill (e.g., "Which type of utensil would you use for_____ and why?"). • Students may show originality, consider different perspectives or respond to others through a variety of modalities throughout the lesson (e.g., verbally, sign, pictures, augmentative communication devices, etc.).
I.3	• Examples of research based methodologies include strategies and/or approaches such as: Social Stories, Applied Behavioral Analysis (ABA), Discrete Trial, Verbal Behavior (VB), Natural Environment Teaching (NET) and structured teaching (TEACCH). • Assistive technology includes augmentative communication devices and computer programs. Low-technology devices, including picture exchange systems, are also utilized. • Teachers often embed functional skills into instruction that students may use in other settings (e.g., sharing, using "safe hands", teaching pencil grip, naming everyday items, toileting skills, etc).

INDICATOR	
I.4	• Academic language is typically tied to functional communication. • Receptive/expressive language needs are taken into consideration and targeted within every lesson. • Students develop academic language by using new vocabulary (e.g., a sign, pictorial representation, etc.) while interacting with school materials, individual schedules and work programs. • Explicit modeling of academic language is used to provide context for students. Additional supports may be used (e.g., teaching when to cross the street at a cross-walk: teacher uses pictures, video and realia paired with the necessary academic language— "Step 1: look at crossing signal_____.", etc.). • Teacher uses academic language related to the social/emotional curriculum in addition to content curriculum.
I.5	• Students who are non-verbal may respond to questions using students' response systems or by demonstrating a behavior. • Inquiry-based processes may be challenging for students who have autism. This requires abstract reasoning skills that can be challenging for students; therefore, asking students to explain/reflect on their thinking may require additional scaffolds.
I.6	
I.7	• Teacher provides descriptive feedback on behavior and behavior goals. Feedback may be presented using interactive low-tech tools such as a visual schedule or picture exchange communication system. • Feedback given to students with autism may include brief explanations or indications on feedback forms (e.g., pointing to pictures indicating success, marking on a point sheet, etc.). • Teacher may utilize tangible rewards in addition to academically-focused descriptive verbal and non-verbal feedback (e.g., discrete trial training).
I.8	• Students may demonstrate their communication of the content-language objective(s) through pointing, tangible objects and other non-verbal modes of communication. • Intervention to promote social interaction between students with autism and their peers needs to be systematically-planned for within lessons. Joint Attention Activities may include: ▯ Coordinating attention between people and objects. ▯ Sharing affect and emotional states with another person. ▯ Being able to draw another's attention to something (e.g., one student is tapping; another or other students begins tapping; students smile as they share activity). ▯ Social reciprocity. ▯ Imitation. • Effective teaching behavior examples may include: ▯ Taking turns with supports (e.g., passing "your turn", "my turn" pictures, etc.). ▯ Social imitation (e.g., Teacher says: "Tell him thank you." Student: repeats). ▯ Scaffolded reciprocal interactions. ▯ Teaching social gestures (e.g., having students shake hands with each other, teaching eye contact). NOTE: *When a teacher is working one-on-one with a student, the observer should focus on the communication bullets within this indicator when scoring.*

Essential Awareness for Deaf and Hard of Hearing

- Students who qualify for an educationally significant hearing loss designation may be unable to access the speech sounds of language that directly impact access to the spoken language.
- Most students have some access to speech sounds and do not require the use of sign language. Nevertheless, language is greatly impacted. Specific therapy is needed over a long period of time to become a sophisticated listener.
- The biggest impact of hearing loss is limited language development; students with hearing loss struggle with phonology, semantics, syntax and pragmatics of the spoken language. Students with hearing loss also have significantly fewer opportunities to experience incidental learning. As a result, background knowledge is often limited. Teachers of the deaf and hard of hearing spend a great amount of time building background knowledge and developing basic skills and vocabulary.
- Students with a significant hearing loss may require a visual language such as sign language. The most common sign language is American Sign Language (ASL) which is NOT a representation of English. ASL is made up of 6,000 signs with its own unique syntax, figurative language and vocabulary. Students using sign language struggle with English language development.
- There are two types of programs for students who are deaf and hard of hearing: auditory oral and total communication. Sign language is typically used in total communication. The teacher should be speaking and signing at the same time, which is called simultaneous communication. In auditory oral classrooms, the teacher's face should be visible to students during communication.
- Students identified with a hearing loss come to the classroom with varied backgrounds. Some have never heard before and receive their amplification for the first time at school. Some students have no language skills or are at an emergent stage of language development. This parallels the language development of a second language learner with one critical difference; the language of instruction becomes the students' first language.

NOTE: *During the Reflective Feedback Conversation, the observer may need to confer with the teacher about the Individualized Education Plan (IEP) and behavior plans.*

	INDICATOR
LE.1	• Deafness comes with a unique culture called "deaf culture". Culturally responsive education for students who are deaf and hard of hearing includes: access to peers and adults who are deaf and hard of hearing, reference to historical figures who are deaf and hard of hearing, understanding deaf culture norms such as consistent eye contact, appropriate use of touch, use of deaf culture storytelling and communication using accessible technology.
LE.2	• Students may have challenges with social and academic language skills. Additional scaffolds, supports and supplemental aids are utilized to support communication. ▯ Examples of supports: visual schedules and calendars, students' response systems, visual-kinesthetic groupings. ▯ Examples of scaffolds: task analysis of expected skills and direct instruction of each task. ▯ Example of supplemental aids: using live captioning devices for communication.

	INDICATOR
LE.3	• Rituals and routines include teacher and students wearing hearing assistive technology at all times. • Some students require a sign language interpreter and the teacher allows the interpreter to be as close as possible to the speaker so the student can see the speaker and access the language at the same time.
LE.4	• Teachers may use preferential seating, line of sight, visuals and reduction of background noise to meet the needs of students. • Assistive technology appropriate for students with a hearing loss include: sound field systems, FM systems and personal amplification (e.g., hearing aids, Inner Cranial Implants, Cochlear Implants). Additional tools might include live captioning devices and smart pens. • Students' work and exemplars includes visuals, simplified language and typical language.
I.1	• Speech, listening and language targets are imbedded in all lessons. • Content-language objective(s) are critical for students with a hearing loss, whose deep deficit is in language development. In some situations the teacher of the deaf is also the speech teacher. Forms of language might include phonology as well as grammar and vocabulary. • The CLO should be communicated in multiple modes, depending upon the students' needs (e.g., sign language, oral expression, use of pictures, gestures, etc.). • Teachers may use picture icons to represent the language function when communicating the content-language objective(s). • Teacher uses alternative means of communication (e.g., picture exchange, eye gaze, etc.) to explain the expectation or the purpose for what they are working on for students with limited language skills.
I.2	• Rigorous tasks are complex, challenging and simulating; designed to access grade-level content. • Complex tasks are appropriately scaffolded (e.g., steps are broken into accessible parts; i.e., task analysis). • Challenging tasks are within the students' Zone of Proximal Development. • Stimulating tasks are age/grade level appropriate (adapting/modified content) (e.g., providing adapted, abridged grade-level literature that might include: graphic novels, visual media, use of closed captioning and appropriately interpreted through sign language). • Students with severe to profound language delays need tasks that are appropriately scaffolded in order to meet grade-level rigor. • Syntax structures, vocabulary and background knowledge may need to be taught for a significant amount of time as a part of the appropriate scaffolding. Higher-level questionings can still be a part of the instruction of lower-level skills. • Multiple means to demonstrate learning are present (e.g., use of visuals, deaf culture storytelling, oral expression).
I.3	• Observer may see unique instructional methods commonly used in deaf education that include: strong use of visual supports (e.g., comics, pictures, symbols), drama and storytelling, hand signs and gestures. • When addressing multiple modes of communication during instruction, an observer may see times when the teacher only uses sign or oral language. The teacher needs to ensure that all students have language access to the content in their preferred mode of communication during instruction. • Balance of teacher/student talk will include the students using their preferred mode of communication (e.g., augmentative communication, picture communication systems).
I.4	• Explicit modeling of academic language is often used to provide context for students. Additional supports are often used (e.g., pairing an outline of steps with picture cues as a visual support when teaching new skills). • Use of cooperative academic language techniques such as "Think, Pair, Share" are appropriately supported through the students' modes of communication and use of educational sign language interpreters or paraprofessionals.

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	INDICATOR
I.5	• Students who are non-verbal or in an emergent stage of their language development might use students' response systems to respond to questions (e.g., student points to the picture/choices, uses yes/no cubes or cards with smiley/frown faces to respond. • Teacher checks for understanding using statements like: "Show me." and "What did I just say?" rather than "Do you understand?".
I.6	
I.7	• Teacher encourages/models explicit opportunities for students to give feedback to each other. • Feedback may be provided in the students' preferred modes of receptive communication (e.g., sign language, gestures, etc.).
I.8	• Students who have limited expressive language or poor articulation tend to have difficulty speaking/signing with other students who have similar language issues. Other adults in the room will serve as language models when verbal peers are not present.

Essential Awareness for Intellectual Disability (MI, MIS, MI-DHH)

- Students are identified with an intellectual disability only after rigorous testing to discern a learning disability verses an intellectual disability. Students identified with an intellectual disability fall two standard deviations below the mean in adaptive functioning, cognition and academics and can range from moderate needs (MI) to severe to profound needs (MIS). Students with moderate needs struggle with analytical thinking and may struggle with executive functioning and processing speed. Students with severe to profound needs typically require around the clock care and are rarely capable of independence.
- Students with intellectual disorders have issues with normal cognitive functioning that includes skills such as: analytical reasoning, paying attention, shifting tasks in mid-stream and self-regulating behaviors. These students struggle with abstract thinking, language comprehension and problem solving.
- Students who are placed in any multiple intensive (MI) classroom or any of the specialty classrooms (i.e., Multiple Intensive Severe, Multiple Intensive Autism, or Multiple Intensive Deaf and Hard of Hearing (MI-DHH)) need intensive instruction in adaptive functioning skills, including explicit teaching of skills and strategies typically learned incidentally (e.g., daily living and communication/social skills).
- Students in MI classrooms might be able to learn functional literacy and math skills. All MI classrooms participate in functional academics based upon Extended Evidence Outcomes (formerly called Expanded Benchmarks). Extended Evidence Outcomes are alternative standards in mathematics, science, social studies, reading, writing and communication for students with significant cognitive disabilities who qualify for the alternate assessment established by the Colorado Department of Education.
- Heavy emphasis is placed on hyper-structure and behaviorism. Examples of structured teaching include: modeling, cues, ample opportunities for repetition, hyper-scaffolding of tasks, great emphasis placed on rituals and routines and opportunities to demonstrate skills in both school and the community.

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	INDICATOR
LE.1	• Teacher is aware of students' individual cultures, languages, home experiences, backgrounds, etc. that works in conjunction with the culture of the disability.
LE.2	• Students may have challenges with social skills, understanding abstract concepts and perseverance of tasks; therefore, additional scaffolds, supports and supplemental aids are utilized. Examples of the scaffolds, supports and supplemental aids to support social skills, abstraction and perseverance include: ▯ Examples of supports: use of visuals, multi-media, sign language, visual-kinesthetic grouping, tangible rewards systems, use of prompts/visual cues to get started, use of pictures for communication of ideas with each other (e.g., picture exchange communication strategies). ▯ Examples of scaffolds: task analysis of cooperative roles and skills and providing direct instruction of the roles and skills (e.g., teacher assigns roles to cooperative groups). ▯ Examples of supplemental aids: communication devices, use of technology like Google docs for collaboration.
LE.3	• Students with cognitive disabilities have varied skills in managing their own behavior. Some students need tangible rewards systems to shape behaviors while other students can reason and reflect on their behavior. Evidence is present that teachers proactively address students' behaviors based on the students' needs. • Examples of Tangible Rewards: token systems paired with reinforcement statements and rewards, opportunity to practice the behavior to mastery. • Examples of Reasoning and Reflection: reflections forms, reflective conversations. • Students with intellectual needs typically have challenges with transitions. All transition rituals and routines are emphasized and taught through multiple repetitions. Visuals support the transitions. Transitions can trigger behaviors; however, teacher has supports in place to address these behaviors.
LE.4	• Classroom environment is established in a way to support engagement of all students, thus supporting equity. • Unique classroom structures are in place to support academic learning and physical needs. Examples include: ▯ Specialized equipment present based on needs: standers, cube chairs, diaper changing stations, large balls, assistive technology, etc. ▯ Academics Structures: individual work stations, "cool-down" areas, functional life skills stations for teaching hygiene, dishes, etc. and highly specialized equipment such as "shoe-box" tasks. • Students' work and exemplars includes visuals, simplified language and typical language.
I.1	• Standards-based content-language objective(s) may reference Expanded Evidence Outcomes (i.e., alternative standards for students who are Co-Alt eligible). Teachers should reference the Colorado State Standards to obtain the alternative standards (i.e., Expanded Evidence Outcomes) that are not present in the Common Core State Standards. Alternative standards address real-world, life and adaptive functioning skills. • Non-verbal students use their alternative means of communication (e.g., picture exchange, eye gaze, etc.) to explain the expectation or the purpose for what they are working on. • Students demonstrate understanding of the CLO as evidence through their questions, comments and work using a variety of modes such as alternative communication and students' response systems. This includes expanding on the larger picture. (Distinguished performance category) • The CLO should be communicated in multiple modes, depending upon the needs of the students (e.g., sign language, oral expression, use of pictures, gestures, etc.). ▯ Teachers may use picture icons to represent the language function when communicating the content-language objective(s).

INDICATOR	
I.2	• Rigorous tasks are complex, challenging and simulating with design to access grade-level content. • Complex tasks are appropriately scaffolded (e.g., steps are broken into accessible parts; i.e., task analysis). • Challenging tasks are within the students' Zone of Proximal Development. • Stimulating tasks are age/grade level appropriate (i.e., adapting/modified content) (e.g., providing adapted, abridged grade-level literature that might include graphic novels or visual media). • Higher-level Bloom's tasks are explicitly taught; uses scaffolds that have real world applications (e.g., analyzing a map to find the efficient route: teacher breaks down the function "analyze" into subsequent tasks likes comparing and contrasting routes paired with specific language that the students would use during the lesson). • Teachers leverage the content-language objective(s) to teach the most appropriate function of language including: describe/explain, compare and contrast, sequence, cause and effect and defend-propose-justify. • With appropriate scaffolds, students are able to express their thinking in increasingly complex ways through the use of their preferred communication modality.
I.3	• Inquiry-based learning may be evident within the context of life skills (e.g., determining the best buy for toilet paper, knowing the consequences for paying bills late). • Balance of teacher/student talk will include the students using their preferred mode of communication (e.g., augmentative communication, picture communication systems). • To effectively address students' challenges and misconceptions, teachers utilize appropriate scaffolds that include additional visual-kinesthetic and group supports.
I.4	• Academic language can be expressed through multiple modes of communication including: augmentative communication devices, picture exchange systems, sign language, gestures, expressions and eye gaze. • Academic language development includes scaffolds for receptive comprehension. • Students with an intellectual disability have challenges with communication and language development regardless of second-language learning. Strategies used for developing language with English Language Learners will also support students with intellectual disabilities; however, additional supports and repetitions may be needed.
I.5	• Teacher checks for understanding include use of the students' modes of communication. Students' response systems might be the most appropriate type of check for understanding. • Varied checks for understanding might include students explaining their thinking using their mode of communication or teacher circulating the room checking on their work.
I.6	• Typically differentiation occurs within the context of a lesson; however, differentiation might be needed for behavior, social and adaptive skills.
I.7	• Teacher provides descriptive feedback predominantly within the context of a lesson, in addition to behavior or behavior goals that might manifest during the lesson. • Feedback may be demonstrated in the students' preferred mode of receptive communication (e.g. sign language, gestures, etc.).
I.8	• Students share ideas, projects and work collaboratively on classroom tasks depending on communication modality. • Non-verbal students use their alternative means of communication (e.g., picture exchange, eye gaze, etc.) to communicate and collaborate with peers. • With appropriate scaffolds, students are able to communicate and collaborate with peers in increasingly complex ways through the use of their preferred communication modality. ▯ Examples of scaffolds for communication: task analysis of cooperative roles and skills and providing direct instruction of the roles and skills (e.g., teacher assigns roles to cooperative groups).

Essential Awareness for Specific Learning Disabilities

- Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. These students may have hearing impairment, vision impairment, medical needs, mild emotional needs and/or mild executive functioning needs.
- Students are served by mild/moderate teachers. A continuum of services must be available depending on individual students' needs, including "pull-out," one-on-one and integrated instruction. When in an integrated setting, the students' primary teacher is the general education classroom teacher. The mild/moderate teacher provides direct instruction that focuses on the psychological processing disorder and what is needed to treat the deficit. Often the focus of instruction is based on specific skill development designed to support the students in access to the core curriculum.
- In an integrated setting (e.g., "push-in"), mild/moderate teachers provide purposeful, planned, direct instruction in the general education classroom and do not simply monitor the accommodations that are the responsibility of the general education teacher. This might include pulling a group of students to the back of the classroom, team teaching the concepts to a small-group or the whole classroom or sitting side by side with students and providing instruction of concepts in class with specialized tools based on individual needs. Purposeful and pre-planned instruction based on an Individualized Education Program (IEP) goal is the cornerstone of integrated services in the general education classroom. Special educators should intervene prior to a student's obvious struggle.
- Mild/moderate special educators work with all students with mild/moderate needs including students with hearing or vision loss, emotional needs and executive dysfunction. A teacher working with students who have these disabilities should refer to the appropriate special education related appendix.
- The learning and IEP goals are determined through the Specific Learning Disabilities (SLD) qualification process often using such tools as special education screeners and root cause analysis process (e.g., [root cause] [qualification] [IEP Goals][Content-Language Objective(s)]).

NOTE: *During the Reflective Feedback Conversation, the observer may need to confer with the teacher about IEPs and behavior plans.*

	INDICATOR
LE.1	• *Co-Teaching:* The observed co-teaching model supports students' equitable access by addressing students' educational needs. (See Co-Teaching Guidelines.)
LE.2	
LE.3	• *Co-Teaching:* Teacher may develop and implement an individual behavior plan for a student that is independent of the classroom management system (e.g., point sheet or sticker chart). Co-Teacher should support the established classroom/school behavior management system.
LE.4	• *Co-Teaching:* Teacher clearly has established a learning environment in the general education classroom (e.g., at students' desks or a work station in the classroom). • *Co-Teaching ("Push-in"; Station Teaching):* Teacher uses portable exemplar or rubrics for expectations or refers to classroom materials and may provide additional tools based on individual needs. • Assistive technology might include: recorded text, calculators, electronic manipulatives, etc.

	INDICATOR
I.1	• Content-language objective(s) are aligned with specifically designed instruction and supportive of students' learning goals. Connecting to the larger rationale would include supporting students with transfer of skills to the general education classroom. • *Co-teaching:* Observers evaluate the extent the Special Education Teacher is supporting the classroom content-language objective(s) and promoting access to the general education curriculum through appropriate accommodations.
I.2	• Rigor for students working on specific skills may involve transfer of the skills to the general education classroom. There should be evidence of instruction for the transfer of skills (e.g., "Push in": For students learning a skill in isolation the teacher prompts students to utilize the skill within their upcoming writing class.). • *Co-teaching:* Teacher prompts students to utilize skills from mini-lesson.
I.3	• In addition to demonstrating deep understanding of the content, the teacher also utilizes instructional strategies or methodologies that address processing disorders through accommodations and modifications within the differentiated classroom environment (e.g., Instructional strategies/methodologies may include additional processing time (i.e., wait time), visual, auditory and group supports.). • *Co-teaching:* The chosen co-teaching model (observed) is supportive of students' needs.
I.4	• The special education teacher may provide additional supports for students to demonstrate understanding and to utilize targeted academic language. • Students' receptive and expressive language needs may require additional supports including meaningful repetition, modeling and practice of the specific language target.
I.5	
I.6	• Extended wait time may be utilized for students with processing issues, especially processing speed issues.
I.7	• Teacher should provide descriptive feedback on lesson content-language objective(s) and social/emotional goals (e.g., on a point sheet).
I.8	• When the teacher is working one-on-one with a student or small-group, intervention opportunities for cooperation might be limited, but is encouraged in order to promote transfer of specific skills to the general education classroom. • When utilizing specially designed curriculums, the teacher incorporates targeted instructional moves and accountable-talk to promote opportunities for communication and collaboration among students (e.g., with a partner, students justify rule identification of syllable type within words).

Essential Awareness for Teacher Librarians

- Teacher Librarians collaborate with other disciplines and grade-level classroom teachers to enhance units of study with appropriate research skills, tools and technology-driven projects that work with their unique flex or fixed schedules.
- Teacher Librarians design and implement programs in their schools to facilitate literacy and promote a love of reading.
- Teacher Librarians teach students to independently locate, select, evaluate, synthesize and use relevant sources of information, both in print and digitally.
- Teacher Librarians offer instruction in the use of technology and equipment.
- Teacher Librarians ensure that culturally and academically diverse resources are available to all communities of learners.

INDICATOR	
LE.1	• Develops and models cultural and global awareness employing a variety of resources at multiple reading levels, including digital tools (e.g., shared online documents, websites, email and video). • Library Collection reflects students' demographics and interests; varied cultural perspectives are represented in the classroom through the library collection.
LE.2	• Encourages students' independent reading through avenues such as student choice, reader advisory (i.e., recommendations), book talks and/or displays. • Observer may hear teacher encouraging and monitoring digital etiquette/responsible social interactions related to the use of technology and information literacy.
LE.3	• Instructs, supports and monitors students' ethical and responsible use of print and media, including copyright and appropriate use of electronic resources and tools. • Works in close communication with classroom teachers to ensure timely transitions and students' responsibility for library resources, including the timely return of materials. • Routines are established for students to select and check out books.
LE.4	• Provides print and digital resources that support classroom instruction. • Ensures that relevant materials (e.g., print, digital resources, etc.) are available and can be easily located by all students.
I.1	• May connect library objectives to classroom lesson or unit content or focus on library-specific standards (AASL).
I.2	• Models effective use of research and production tools to locate, analyze, evaluate and use a variety of informational resources. • Provides opportunities for students to produce and publish innovative, creative learning products using digital tools.
I.3	• Due to schedules/rotations (time constraints) in the library environment, projects may take an extended period of time.
I.4	

TEACHER LIBRARIANS Appendix

INDICATOR	
I.5	
I.6	• Provides print and digital resources that support the curriculum and the independent reading needs of all students. • Designs effective activities (e.g., research and technology projects) that support classroom differentiation. • Due to differentiation, students may be working individually, with partners, or in small groups depending on their learning focus and progress.
I.7	• Academically-focused descriptive feedback may be provided both verbally and in digital formats.
I.8	• Depending on the objective and time available, students may not be observed directly collaborating with each other. • Collaboration occurs during check-out when students locate books and help peers to find relevant books. • Student collaboration could occur in an online platform (e.g., collaborative Google doc)

Essential Awareness for Technology

- Technology teachers teach specific classes designed to develop students' skills in utilizing technology and digital resources to:
  - Enhance their learning and understanding of concepts.
  - Broaden their means of communication.
  - Augment their modes of collaboration in all aspects of their personal and academic life.
- Students spend most of their time interacting with the technology and becoming familiar with its use and will likely experience this while exploring various concepts or completing different school assignments from other classes.

	INDICATOR
LE.1	• Develop cultural understanding and global awareness by engaging with learners of other cultures through digital tools (e.g., video conferencing, email, etc.). • Students are able to express their own cultural ideas/beliefs/thoughts etc. in various digital formats. Students have choice in how they represent their learning.
LE.2	• Observer may hear teacher encouraging and monitoring digital etiquette/responsible social interactions related to the use of technology and information (e.g., commenting in collaborative documents, on a blog, using email, etc.). • School-wide and/or classroom norms for online behavior should be posted in class, or in a digital location. • Digital citizenship should be evident in student-produced artifacts and classroom culture.
LE.3	• Classroom management practices and strategies may be built in within the computer programs, there may not be verbal cues for students from the teacher. • Due to configuration of lab a whole group space may not be available for instruction, however teacher has systems to address whole group in various ways.
LE.4	• Classrooms may not appear as typical classrooms; classrooms may be flexible, classrooms may be integrated within other rooms. • Evidence is visible that the teacher modified physical environment to support students and their learning. • Students' work may not be visible in the classroom as it may be published digitally. • Digital tools are a critical part of the technology classroom and are used throughout each lesson. The digital tools are necessary and integral components of the lesson. • If technology and digital applications are the lesson focus, observer may see students focusing on mastering use of digital resources through explicit learning and practice of digital skills. • Students understand and use technology systems and digital resources. • Students troubleshoot systems and applications.
I.1	
I.2	• Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
I.3	• Due to time constraints in the technology environment, pacing of projects may occur over an extended period of time.
I.4	• Academic language should be evident in student-produced artifacts (written or oral).

INDICATOR	
I.5	• Questions require most students to formulate responses and be accountable for their learning in a digital format. • Checks for understanding may occur over multiple class periods due to time constraints.
I.6	• Due to differentiation, students may be working individually, with partners, or in small groups depending on their learning focus and progress.
I.7	• Academically-focused descriptive feedback may be provided both verbally and in digital formats.
I.8	• Students may demonstrate creative thinking, collaboration and communication through the use of digital tools (e.g., collaborative documents, video conferencing, blogs, online presentations, multimedia production, webinars, podcasts, etc.). • Depending on the activity, observers may or may not see student collaboration (e.g., in a technology class, students may be working independently on creating a digital project). • Student collaboration could occur in an online platform (e.g., collaborative Google doc)

Essential Awareness for Visual Arts

- Observers should be aware that the frequency and length of classes varies widely throughout the district, particularly at the elementary level. Teachers may see a given class as few as twenty class sessions for the entire school year. Individual students may have gaps in visual arts knowledge due to the varying amounts of time schools schedule arts instruction (e.g., School A's students have visual arts every other year. A student from School A transfers to School B, where visual arts is taught each year.)
- A high-quality Visual Arts program provides all learners the opportunity to develop and deepen their conceptual and cognitive abilities while demonstrating artistic skills and techniques to successfully communicate and express ideas and learning through artwork, speaking, reading and writing methods. Exploration and experimentation of various visual arts and design processes instills invention, creativity and independent lines of inquiry, introspection, collaboration and technical skill development.
- Visual Arts Colorado Academic Standards provide the instructional framework for teacher-developed units of study and measures of formative assessment.
- Depending on the lesson objective, students are creating art to demonstrate their learning (independently and/or collaboratively) for 60%–70% of the class time.
- For the Visual Arts context, a "text" in the Framework for Effective Teaching may refer to anything that provides the student information requiring interpretation (e.g., a sculpture, media that asks students to respond to an interpretive stimuli).
- Progression of a unit should demonstrate a continuum of student collaboration (e.g. students collaborating in pairs, as a group, through the creation of artistic products, etc.).

	INDICATOR
LE.1	• Teacher pays special attention to students' cultural preferences/perspectives as this has a large influence on the artistic choices and creative expressions the student will communicate. Over the course of time, seemingly minor personal preferences can have a great impact on the student and how they view themselves as an artist or creative problem solver within their community. • Students are engaged in art-making processes and/or dialogue that reflect a diversity of student perspectives, and students make artistic choices to convey real world connections. • In developing a culturally responsive art lesson, the visual arts teacher utilizes big ideas in art which may include: social justice, power, identify, and environment, and includes the students' perspectives, experiences, and artistic interests in the teaching of art content.
LE.2	• Students are observed taking expressive risks with their art making, conceptual thinking and idea development. • Expressive risk taking can include: experimentation, playfulness and/or sharing imaginative ideas with others.
LE. 3	• SEE MAIN LEAP FRAMEWORK
LE.4	• Resources in a visual arts lesson can include: tools and materials for drawing, painting, collaging, fiber arts, ceramics, digital arts, multimedia, printmaking, sculpture, etc • Teacher provides visual exemplars for students (mentor artist's work-in-progress, art history visuals or artifacts, student exemplar(s), teacher modeled exemplar, etc.). Students reference and interact with visual exemplars. • Teacher instructs and monitors students on how to safely use tools and materials within the art room. Students may safely explore inventive ways to use materials and tools (i.e. creating various textures with the angle and movement of a brush, etc.)

VISUAL ARTS Appendix

	INDICATOR
I.1	• *Studying art and design involves inquiry, posing and solving problems, perseverance, re-purposing, taking risks, and persuading and inspiring*.* • Because students may be working on different stages of the creative process for visual art, observers should pay close attention to the first Effective student behavior: "Students demonstrate understanding of content and language objective(s) as evidenced through their questions, comments and work." • Content Language Objectives are embedded and observable through descriptive feedback, higher-level questioning, intentional selection of tools and materials, modeled use of academic language and checks for understanding to promote on-going student learning. Follow up conversations with teacher and/or students may be necessary in order for the observer to gain clarity of objective(s). • Long-term unit goals may be used to create and/or connect to the daily objective(s). The objective(s) may change or vary within a given lesson as the teacher responds to the student(s) in real time. Objectives may be open-ended to allow for rigorous and complex higher-level thinking. • For further information on the Colorado Academic Standards for Visual Arts https://www.cde.state.co.us/coarts/visualartsintro
I.2	• Rigorous tasks can focus on any of the following: conceptual development, skills and techniques, inquiry, or experimentation. • Higher-level thinking in a visual arts class can include innovation, divergent thinking, foresight, problem solving, imagination, and visualization. • "Text/Data" (found within the second Teacher Behavior and the first Student Behavior under the Effective category) is artifact based. Artifacts can include: visual(s), artwork, and/or object(s) that provide the student with information as they move through the creative process and evoke a creative response to a stimulus.
I.3	• Considering the amount of time students have to access art instruction, lesson structure is both coherently sequenced and appropriately paced. For example, elementary school X offers visual arts lessons that are 45 minutes long, about 6 sessions per month, while high school Y offers visual arts instruction for 90 minutes every school day for a trimester. • Students may be working within various stages of the creative process in a given lesson period, therefore, instructional method(s), activities, and materials effectively build on students' prior knowledge and experiences. • Teacher allows students to create visual art that demonstrates their learning (independently or collaboratively) for at least 60% of the time.
I.4	• Teacher provides opportunities for students to use academic language in authentic ways throughout students' creative process. • Students use academic language as a means to communicate their learning experience through the creative process (examples may include: reflections, artist statements, critiques, responses to creative prompts, poetic statements,etc.) • Academic language includes the Language of Art and Design.* • Additionally, the visual arts lesson may provoke opportunities for further language inquiry and development. • *See Visual Arts Standards, Colorado Academic Standards for more information on the Language of Art and Design

	INDICATOR
I.5	• Teacher observes students' execution of the creative process (not just the product) to assess student understanding. • For some project-based tasks/objectives, checks for understanding will take place over several lessons. You may need to follow up with student data analysis with the Teacher, as their Observer, Evaluator, or Coach. • Teacher checks for the depth of knowledge the student is responding with as they move through the creative process.
I.6	• Teacher uses auditory, visual, and kinesthetic experiences to enhance the lesson for individual student needs. • Teacher makes content accessible through visual example, demonstration, and experimentation based on students' needs and supports students' expressive choice. • Differentiation adjustments may occur through one-on-one private conferencing or through purposeful grouping. • Teacher supports student access to various artistic tools and materials for differentiation in order to make progress toward to objective(s).
I.7	• Teacher provides descriptive feedback on technique(s), studio habit(s), the creative process, and/or visual literacy as it aligns to content and language objective(s) and responds to students' learning needs. • Feedback may be in the form of artistic demonstration that addresses technique and/or content knowledge.
I.8	• Teacher provides opportunity to collaborate and/or communicate as a means of developing their progress toward mastery of content and language objective(s), while still honoring students' creative process. • Student communication can include constructive feedback, synthesis of ideas, small group/partner critique, partners discussing a prompt, sharing multiple perspectives, etc. • Examples of student collaboration may include: partners creating an artwork together, connecting and expanding on creative ideas and/or techniques, etc.

Essential Awareness for World Languages

- The best practices highlighted in this appendix are based on the Colorado Academic Standards for World Languages and the American Council on the Teaching of Foreign Languages (ACTFL) guidelines.
- **The target language must be used at least 90% of the time.** Students must be able to understand the teacher's message, which can be observed through students verbally responding to the teacher's questions, or responding through body language (e.g., TPR, laughing at the appropriate cue). Time spent in the target language, and students' demonstration of active listening/reading/viewing of the target language, both impact all Instructional LEAP Indicators (I.1-I.8).
- Quoting the Colorado Academic Standards for World Languages: "Learners usually require more than one year to progress from the novice-low to novice-mid range and may spend a significant amount of time within the two adjacent ranges of novice-high and intermediate-low. Students' level of language proficiency is dependent on both the length of instruction and the quality of instruction, i.e. time spent in meaningful communication on topics that are relevant to students' cognitive and interest levels.
- While similarities exist, World Language classrooms differ in many important ways from ELD classrooms. Expectations for teacher and student behaviors for Novice-Level World Language Classrooms (typically titled Level 1, 2, 3) may be more consistent with "Newcomer."
- The best environment for second-language acquisition is one in which the teacher *uses* the target language instead of teaching *about* the target language in English (e.g., teaching grammar paradigms and rules).
- Acquisition of language occurs through comprehensible input, which is when students understand messages, from listening to advanced or superior speakers (most often the teacher), or from reading and viewing a variety of text types such as narratives, essays, informative/explanatory texts (such as letters, articles, journal entries, dialogs and brochures) in the target language.
  - *Input* is listening, reading and viewing. Input leads to the acquisition of the language with novice or intermediate language students. The goal is for students to interact with language input provided by the teacher or text, which is observable as students answer the teacher's questions individually or in choral response orally, in writing or through gestures.
  - *Output* is speaking and writing. Because comprehension precedes production for language learners, too much focus on out- put loses sight of true acquisition. Therefore the goal for teachers is to spend 95% of lesson time on interactive input activities.
- Depending on students' language proficiency levels and the focus of the lesson, written responses may or may not be observed.
- Sheltering involves embedding content in context (e.g., making input comprehensible by using visuals, gestures, etc.) and controlling the language register to focus on high-frequency words.

NOTE: *Depending on level, these bullets may or may not apply to Spanish Heritage Speaker classes.*

INDICATOR	
LE.1	
LE.2	• Engagement can be demonstrated through students actively listening, watching and responding appropriately with body language and short answers. Novice-Level Students in the "silent stage" may express engagement and motivation through non-verbal cues or one-word responses (gestures, pointing to image, yes-no, either-or, etc.). Other students in different proficiency ranges may express engagement in simple sentences. • Distinguished teacher behavior "Acknowledging academic risk-taking" involves individual recognition of students who go beyond classroom expectations, such as recombining or applying a learned structure in new ways or using the language outside of the classroom. • Distinguished student behaviors can include encouraging others to continue using the target language and/or performing classroom jobs responsibly such as acting, time-keeping, tallying, quiz writing, illustrating, etc.
LE.3	
LE.4	• Academic tools in the form of wall posters of the following types are essential in all World Languages classrooms and should be observed: ▯ Question words, high-frequency vocabulary structures (e.g., verb structures, common adjectives and adverbs, common adjectives and adverbs), numbers, colors, rejoinders (e.g., "Oh really?", "You're kidding!", "That's great.", "I don't know.", "That's too bad.", "I'm sorry.", "How do you say?"). ▯ Reading strategies are used to instruct novice learners in how to select and read independently in the target language (e.g., "three-finger rule", reading in context, picture cues). ▯ Rubrics for writing and speaking in the target language are provided for students as a resource in preparation for assessments. • World Language classrooms should have a classroom library with a variety of literature in the students' target languages (e.g., picture books, chapter books, novels, fiction and nonfiction). • Distinguished student behaviors can include: acting, consistently doing the gestures, giving creative details for the text, etc.
I.1	• Conversation/discussion in English about objectives does not contribute to language acquisition and should be limited to only a few seconds. • Distinguished teacher behavior "Invites students to collaboratively generate learning goals" can be observed when students demonstrate knowledge of best practices in language acquisition and suggest methods of input (e.g., gestures, scaffolded questioning, personalized questions, text-asking, reading, etc.). • Distinguished student behavior "students expand on the larger picture" can be observed when students make connections to the ACTFL "Can-Do" statements (from the DPS Scope and Sequence). NOTE: *Supplemental materials can be found at* http://tinyurl.com/CanDoACTFL and http://tinyurl.com/BloomsForWL

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	INDICATOR
I.2	• Rigorous tasks include active listening, focused reading of comprehensible text and oral translation. The amount of time a teacher spends in the target language impacts rigor. The number of students demonstrating active listening and the amount of time (how many students, for how long) also impacts rigor. The ACTFL guidelines recommend 90% of class be conducted in the target language. • Rigorous tasks are appropriately designed with students' language proficiency ranges in mind. Students may or may not be observed justifying reasoning and/or critiquing the reasoning of others; when this occurs it may be highly scaffolded, and may or may not be limited to some students. • Depending on language proficiency level and on focus of lesson, justifying/critiquing/problem solving may be verbal only. Written justification and critique may or may not be observed. • Rigor can be observed in the use of a variety of questions and the students' responses to those questions: low-to high-order. • "Problem solving" is acquiring the target language; students acquire the language when they comprehend the message. • In addition to the above, rigorous tasks and critical thinking may be observed in one or more of the following ways:* ▯ Circumlocution ▯ Analysis: ◦ Answering why questions (e.g., when the answer may be either indirectly stated or implied in a text). ◦ Breaking down the main actions of the text. ◦ Using a Venn diagram to compare and contrast characters (e.g., physical description, personalities, likes/dislikes). ▯ Synthesis: ◦ Writing an original text. ◦ Composing a class text. ◦ Inventing new details for a text. ◦ Generating/inventing answers to hypothetical questions. ◦ Rewriting a text adding details/characters that were not in the original. ▯ Evaluation: ◦ Evaluating appropriate and inappropriate actions of characters. ◦ Comparing cultures. ◦ Predicting what will happen next in reading or a text. • Distinguished student behavior, "Students think about systems, not just isolated parts_____.". The teacher indicates a variety of tenses and perspective with phonemic awareness, consistent gestures and/or aural cues that lead students to develop a high-level of accuracy can be evidence of Distinguished behavior. NOTE: *Supplemental materials can be found at* http://tinyurl.com/CanDoACTFL and http://tinyurl.com/BloomsForWL
I.3	• Teacher speaks in the target language at least 90% of the class time. Target language is 100% comprehensible; students are observed responding appropriately. ▯ Distinguished teacher behavior: Teacher utilizes the target language more than 95% of the time and it is 100% comprehensible to students. • Teacher uses repetition and questioning as strategies for language acquisition.

**Depending on level, these bullets may or may not apply to Spanish Heritage Speaker classes.*

	INDICATOR
I.4	• The target language is the academic language. • The target language is the academic language. The amount of time a teacher spends in the target language impacts academic language. The number of students demonstrating active listening and the amount of time (how many students, for how long) also impacts academic language. The ACTFL guidelines recommend 90% of class be conducted in the target language. • Teacher should emphasize mastery of high-frequency words using the target language and spend little time explaining grammar concepts in English during a lesson. • It is appropriate for Novice Level students (typically in Level 1, 2, or 3) to demonstrate academic language through a variety of means (echo reading, pointing, saying yes/no/one word responses, completing a sentence. Intermediate Level students (typically in levels 4 and higher) may respond using complete sentences, sentence stems, and expressing more than one idea. Please see ACTFL for Performance Descriptors and Can-Do Statements for guidelines and descriptions of language use in each Mode of Communication and Proficiency Ranges within each Mode. • Students' interpretive use of target language may be observed in gestures, responses to yes/no, either/or questions, single-word responses, etc. • Students' interpersonal use of target language may be observed in whole group and/or individual response to and interaction with the teacher. • In regards to bullets in the FET that call out use of academic language "with peers" and/or "in collaboration with other students": The teacher models proficient language. When appropriate to students' proficiency ranges, group work, cooperative learning, and paired practice may or may not be observed. • Distinguished teacher behavior "enables students' transfer of academic language to real world situations" may be observable in Personalized Question and Answer (PQA), free writes, etc.
I.5	• Determining whether misunderstandings stem from language is essential. • Frequent checks of all students for understanding of the comprehensibility of target language use by the teacher/in a text/etc., are observable in choral and individual response to yes/no, either/or, who, what, where, when, how questions, etc.; asking students to translate; students use of gestures in response to teacher language; etc. • Whole-group questioning and response is appropriate, necessary and optimal; individual questioning occurs, but with less frequency.* • Teacher adjusting instruction based on checks for understanding may be observed in reminding students of the expectation for 100% choral response, offering support to students who cannot/do not answer by restating/showing word wall or visuals/providing peer assistance/circling target structure again/offering either/or etc. • One way that progress monitoring may occur is when students indicate they do not understand or need the teacher to slow down. • Distinguished teacher behavior: Utilizes student reflection document and/or ACTFL "Can-Do" statements.
I.6	• Observer will most likely see whole-group, teacher-led differentiated activities based on students' proficiency ranges • Examples of effective differentiation evidence can include: supporting students who cannot answer by repeating the questions, word wall supports, using gestures, using visuals, providing peer assistance, classroom "jobs" (e.g., text writer, quiz writer, tallier, actor, etc.).

**Depending on level, these bullets may or may not apply to Spanish Heritage Spe3ker classes.*

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	INDICATOR
I.7	• Motivational feedback/encouragement is appropriate. Some feedback may be in the form of recasting (restating what student said in accurate academic language). Next steps may be geared toward repetition of the same vocabulary structures. • Distinguished teacher behavior: Consistently uses ACTFL Can-Do statements to encourage students to identify next steps. • Distinguished student behavior: Students consistently use ACTFL Can-Do statements to explain how their work/responses meet the expectations of content-language objective(s).
I.8	• Students acquire language through comprehensible input (viewing/listening/reading language from a fluent speaker or comprehensible source). Collaboration most often occurs between the teacher and whole group/teacher and individual students.* • Teacher encourages students to answer questions (e.g., when cued by the teacher, students' collaboration is observed in choral response, orally or in gestures). • More student-to-student collaboration may be seen as students' proficiency ranges progress, but at the Novice Level (typically Level 1, 2, 3) collaboration may include echoing and choral repetition. • During the silent period, students develop expressive language when actively listening as an audience member even if they are not communicating/collaborating with other students. Expectations are aligned with students' proficiency ranges. • Digital resources should be used to provide pictures and language support. • Novice Level students (typically levels 1, 2, 3) may or may not yet possess enough vocabulary, structure or control to act as facilitators and may or may not initiate/create questions for each other or the teacher. • Scaffolded questioning also involves differentiation of questions for students who process language at different rates. In the case of a high-level question (e.g., synthesis, inference, "Why?"), only a few students may be observed responding.

**Depending on level, these bullets may or may not apply to Spanish Heritage Speaker classes.*