The Framework For Effective Teaching has been updated. The changes are listed below. An updated handbook is available online.		
Indicator	**FET 2017- previous language**	**FET 2018 updated language**
Indicator: LE1		
Teacher Behaviors (NOT MEETING)	• Does not facilitate students' equitable access to content, participation, peer interaction and teacher attention.	• Does not facilitate students' equitable access to content, participation, peer interaction, teacher attention, and language of instruction.
Teacher Behaviors (APPROACHING)	• Inconsistently facilitates students' equitable access to content, participation, peer interaction and/or teacher attention.	• Inconsistently facilitates students' equitable access to content, participation, peer interaction, teacher attention, and/or language of instruction.
Teacher Behaviors (EFFECTIVE)	• Consistently facilitates students' equitable access to rigorous content, participation, peer interaction and teacher attention. • Interacts with students in ways that validate, respect and encourage their cultural preferences and native languages that may be different from teacher's own. • Varied cultural perspectives (e.g., students' cultures, the culture of disability, community, family, back- ground) are represented in the classroom through lesson examples, curricular resources, visuals and/or artifacts.	• **Consistently facilitates students' equitable access to rigorous content, participation, peer interaction, teacher attention, and language of instruction.** • Interacts with students in ways that validate, respect, and encourage their cultural preferences and native languages that may be different from teacher's own. • Varied cultural perspectives (e.g. student culture, lived experience, the culture of disability, community, family, background) are represented in the classroom through lesson examples, curricular resources, visuals, and/or artifacts.
Indicator: I1		
Teaching Behaviors (NOT MEETING)	• Objective(s) are not evident or clear. Agenda may be used in place of objective(s).	• Content objective(s) are not evident or clear. • Agenda may be used in place of objective(s). • Language objective(s) are not evident or clear.
Teacher Behaviors (APPROACHING)	• Stated language objective(s) do not support students' practice and application of the content.	• Language objective(s) are not evident or do not support students' practice and application of the content.
Teacher Behaviors (EFFECTIVE)	• Clearly communicates the content-language objective(s) (using Spanish when applicable and appropriate) throughout the lesson. • Objective(s) are standards-based and appropriately rigorous*** for grade-level content and students' needs.	• Clearly communicates the CLO(s), the content the students will learn and how they will demonstrate content using language, throughout the lesson (using Spanish when applicable and appropriate). • CLO(s) are standards-based** and appropriately rigorous for grade-level content and student needs.
Teacher Behaviors (DISTINGUISHED)	• Invites students to collaboratively generate learning goals with the teacher.	• Invites students to collaboratively generate CLO(s) with the teacher

2018 UPDATES TO THE LEAP FRAMEWORK FOR EFFECTIVE TEACHING

Indicator	FET 2017- previous language	FET 2018 updated language
Indicator: I2		
Teacher Behaviors (EFFECTIVE)	• Tasks require students to extend their learning by analyzing increasingly complex texts/data, writing in response to increasingly complex texts and/or solving problems for real-world situations or multiple contexts. • Questions are aligned to the objective(s) and guide students to higher-level thinking by encouraging them to examine various perspectives, evaluate and apply information or challenge routine/conventional applications. • Appropriate support is provided, and removed when no longer needed, as evidenced by independent students' success with tasks.	• Tasks require students to extend their learning by analyzing increasingly complex texts/data, orally and writing in response to increasingly complex texts and/or solving problems for real-world situations or multiple contexts. • Questions are aligned to the objective(s) and guide students to higher-level thinking by encouraging them to examine and explain various perspectives, evaluate and apply information or challenge routine/conventional applications. • Appropriate content and language support is provided, and removed when no longer needed, as evidenced by independent students' success with tasks.
Student Behaviors (NOT MEETING)		• Few students demonstrate evidence of productive struggle towards mastery of objective.
Student Behaviors (APPROACHING)		• Some students demonstrate evidence of productive struggle towards mastery of objective.
Student Behaviors (EFFECTIVE)	• Students (including students of color, linguistically diverse students, those with disabilities and those identified as gifted and talented) execute increasingly complex tasks by formulating hypotheses, analyzing data and/or solving real-world problems to deepen their understanding of the content-language objective(s).	• Students (including students of color, linguistically diverse students, those with disabilities, and those identified as gifted and talented) execute increasingly complex tasks by formulating hypotheses, analyzing data, and/or solving real-world problems to deepen their understanding of the CLO(s). • Students demonstrate evidence of productive struggle towards mastery of objective. **(Printed Handbook Error -** the above bullet should come **BEFORE** the bullet: Students constructively evaluate others' reasoning by examining evidence, applying logic and/or considering diverse perspectives.)
Note	*Rigorous tasks require considerable cognitive effort and involve some level of struggle for students as they solve problems and transfer their prior understanding to new situations. Further, these tasks integrate multiple standards and demand that students monitor their cognitive process as they engage in the task. Rigorous tasks support robust student learning of a lesson's content-language objective(s).	*Rigorous tasks require considerable cognitive effort and involve productive struggle for students as they solve problems and transfer their prior understanding to new situations. Further, these tasks integrate multiple standards and demand that students monitor their cognitive process as they engage in the task. Rigorous tasks support robust student learning of a lesson's content-language objective(s).

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Indicator	FET 2017- previous language	FET 2018 updated language
Indicator: I3		
Teacher Behaviors (EFFECTIVE)	• Instructional method(s), activities and materials effectively build on students' prior knowledge and support students' mastery of objective(s). • Effectively addresses students' challenges, misunderstandings and misconceptions and implements various strategies in the moment according to students' needs.	• Instructional method(s), activities, and materials effectively build on students' prior knowledge and support students' mastery of objective(s) and the use of language. • Effectively addresses students' challenges, misunderstandings, and misconceptions and implements various strategies in the moment according to students' needs including language's needs.
Indicator: I4		
Teacher Behaviors (NOT MEETING)	• Does not encourage use of complete sentences.	• ~~Does not encourage use of complete sentences.~~ • Language expectations and supports hinder academic conversations.
Teacher Behaviors (APPROACHING)	• Inconsistently encourages use of complete sentences.	• ~~Inconsistently encourages use of complete sentences.~~ • Language expectations and supports inconsistently facilitate academic conversations.
Teacher Behaviors (EFFECTIVE)	• Consistently encourages students to use complete sentences	• ~~Consistently encourages students to use complete sentences.~~ • Language expectations and supports consistently facilitate academic conversations.
Student Behaviors (NOT MEETING)	• Students rarely use content vocabulary and/or use it incorrectly.	• Students rarely use the language relevant to the objective(s) and/or use it incorrectly.
Student Behaviors (APPROACHING)	• Students attempt to use content vocabulary but sometimes use it incorrectly	• Students attempt to use language relevant to the objective(s) but sometimes use it incorrectly.
Student Behaviors (EFFECTIVE)	• Students regularly and accurately use content vocabulary and language forms relevant to the objective(s).	• Students regularly and accurately use content vocabulary, syntax and discourse; the language relevant to the objective(s).
Indicator: I5		
Teacher Behaviors (APPROACHING)	• Occasionally adjusts instruction or supports based on results of checks for understanding.	• Adjusts instruction for content and or language in the objective, but not both.
Teacher Behaviors (EFFECTIVE)	• Monitors all students' progress toward the objective(s) throughout the lesson using varied, frequent checks for understanding. • Frequently monitors student access to content and, if necessary, determines the source (e.g., language) of misunderstandings and/or misconceptions.	• Monitors all students' progress toward the objective(s) throughout the lesson using varied, frequent checks for understanding in content and language. • Frequently monitors student access to content and language, if necessary, determines the source (e.g., language) of misunderstandings and/or misconceptions

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Indicator	FET 2017- previous language	FET 2018 updated language
Indicator: I5 (continued)		
Teacher Behaviors (DISTINGUISHED)	• Provides criteria and structures for students to assess their own and/ or peers' mastery of objective(s)	• Provides criteria and structures for students to assess their own and/or peer's mastery of both the content and language objective(s).
Student Behaviors (APPROACHING)	• Students occasionally correct misconceptions based on teacher feedback/adjusted instruction	• Students occasionally demonstrate correcting content mistakes and address misconceptions based on teacher feedback/adjusted instruction. • Students sometimes demonstrate correcting mistakes in their language based on teacher feedback/language supports.
Student Behaviors (EFFECTIVE)	• Students frequently correct mistakes and address misconceptions based on teacher feedback/adjusted instruction	• Students frequently demonstrate correcting content mistakes and address misconceptions based on teacher feedback/adjusted instruction. • Students frequently demonstrate correcting mistakes in their language based on teacher feedback/language supports.
Indicator: I6		
Teacher Behaviors (NOT MEETING)	• Does not modify/extend instructional methods, content, lesson processes and/or products to support students' needs.	• Does not modify/extend instructional methods, content, lesson processes, products and/or language to support students' needs.
Teacher Behaviors (APPROACHING)	• Modifies/extends instructional methods, content, lesson processes and/or products, but differentiation does not adequately address some students' individual needs and/or access to grade-level content.	• Modifies/extends instructional methods, content, lesson processes, products and/or language, but differentiation does not adequately address some students' individual needs and/or access to grade-level content.
Student Behaviors (EFFECTIVE)	• Students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work products and class participation.	• Students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work product, verbal interactions, academic discussions and class participation.

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Indicator	FET 2017- previous language	FET 2018 updated language
Indicator: I7		
Teacher Behaviors (APPROACHING)		• Feedback focused on either content or language in the objective, but not both.
Teacher Behaviors (EFFECTIVE)	• Provides timely academically-focused descriptive feedback allowing students to know their progress toward mastery of the objective(s).	• Provides timely academically focused descriptive feedback allowing students to know their progress toward mastery of the content and language objective(s).
Teacher Behaviors (DISTINGUISHED)	• Provides academically-focused descriptive feedback to all students	• Provides academically focused descriptive feedback to all students on both content and language in the objective.
Student Behaviors (EFFECTIVE)	• Most students apply academically-focused descriptive feedback to their work in order to take next steps and make corrections and/or revisions that support them in mastering objective(s).	• Most students apply academically focused descriptive feedback to their work in order to take next steps and make corrections and/or revisions that support them in mastering content and language objective(s).
Student Behaviors (DISTINGUISHED)	• Students provide academically-focused descriptive feedback to each other.	• Students provide academically focused descriptive feedback to each other on both content and language in the objective.
Examples of Evidence	• Providing feedback by modeling corrections in the response to a student (recasting).	• Providing feedback by modeling corrections in the response to a student (recasting) and providing students(s) opportunities to attempt corrections.
Indicator: I8		
Teacher Behaviors (APPROACHING)	• Provides some opportunities for students to collaborate but the opportunities are not effective in developing their progress toward mastery of objective(s).	• Provides some opportunities for students to collaborate but the opportunities are not effective in developing their progress toward mastery of content and language stated in the objective(s).
Teacher Behaviors (EFFECTIVE)	• Provides frequent and intentional opportunities for all students to collaborate as a means of developing their progress toward mastery of objective(s).	• Provides frequent and intentional opportunities for all students to collaborate as a means of developing their progress toward mastery of content and language objective(s).
Teacher Behaviors (DISTINGUISHED)	• Allows students to choose how they will communicate and/or collaborate as a means of developing their progress toward mastery of the objective(s).	• Facilitates students choosing how they will communicate and/or collaborate as a means of developing their progress toward mastery of the objective(s).
Student Behaviors (APPROACHING)		• Missed opportunities for student-to-student talk because majority is teacher-to-student talk.

2018 UPDATES TO THE LEAP FRAMEWORK FOR EFFECTIVE TEACHING

Other Edits

Language added around LE1

We believe that for all students to succeed, all students must experience classrooms where they are valued and have equitable access to teachers, peers and content. Therefore, when evidence aligns to the bolded behaviors (the first Effective bullet under Teacher and Student Behaviors), LE1 should start to be scored at the Effective level. Other behaviors may or may not be presents during the observation depending on the content area.

Review the evidence you have for the bolded behaviors first:

- If they are evident, start with an Effective (5) and consider additional evidence to reach the most accurate score from there
- If you do not observe clear evidence that aligns to the bolded behaviors, LE1 is not Effective for students and the resulting score cannot be above Approaching (4).

Under all relevant indicators:

E*xamples of effective teacher and/or student behaviors may include*: HAS BEEN CHANGED TO:

Examples of evidence for effective teacher and/or student behaviors aligned to this indicator include, but are not limited to, the following list. The degree of effectiveness is determined by the resulting impact on students.