FOCUS QUESTIONS

- What are some of the key words that distinguish the levels of performance for the rubrics associated with the *Disciplinary Discussions Teaching Frame*?
- In what ways do the Clarification of Terms help you understand the rubrics?
- How does the evidence you identified in the vignette compare to the evidence highlighted by our experts?

Unpacking the Rubric

Interpreting a rubric correctly requires knowing what each of its parts is for and how they work together to clarify expectations. This knowledge enables observers to distinguish levels of performance and provide accurate and meaningful feedback that will improve teaching and learning. In this chapter, in preparation for you identifying evidence in a vignette as a complete frame, we look more closely at the rubrics for each of the practices in the *Disciplinary Discussions Teaching Frame*: the High-Impact Practice, the Cross-Cutting Practices, and the Foundational Practice. (See pages 100-104 and 108-112.)

Recognizing Levels of Performance — *Disciplinary Discussions*

Read the levels of performance for the *Disciplinary Discussions* rubric and highlight the words that differentiate each level (no evidence to limited evidence, etc.). Refer to Clarification of Terms as needed to define specific words.

Clarification of Terms

- What constitutes "structuring" students' ability to engage in disciplinary discussions?
  - o Structuring happens when the teacher provides instructional activities or opportunities that require students to engage in disciplinary discussions.
- What constitutes "strengthening" students' ability to engage in disciplinary discussions?
  - o Strengthening happens when the teacher responds in ways that extend student-to-student interactions or enable students to further explain and specify their thinking.
- What constitutes "supported opportunities"?
  - o Supported opportunities are ones in which the teacher provides help that enables students to move beyond their current levels of development and/or to accomplish a task that they would not have been able to manage on their own.
- What constitutes "extended opportunities"?
  - o Extended opportunities for discussion are structured to allow students sufficient time to build on others' ideas, express their own, and negotiate meaning.

- What constitutes "guided opportunities"?
  - o Guided opportunities are ones in which the teacher leads students through tasks that they are not able to manage on their own and intervenes at points of difficulty to increase the likelihood of student success.
- What constitutes "discussion routines"?
  - o Discussion routines are recurring patterned sequences of interaction that teachers and students jointly enact to organize opportunities for disciplinary discussions. An example of discussion routines would be norms of interaction such as knee-to-knee, eye contact, and active listening.

Different Levels of Enactment: *Disciplinary Discussions*

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Build conversation skills	Teacher does not introduce or refer to conversation skills.	Teacher introduces and/or refers to conversation skills, but does not provide supports for students to use them during tasks and activities.	Teacher introduces and/or refers to conversation skills and provides support to enable most students to use them during tasks and activities.	Teacher introduces and/or refers to conversation skills and provides support to enable all students to use them during tasks and activities with diverse partners.
ELEMENT 2 Provide extended and supported opportunities for students to engage in disciplinary discussions	Teacher does not provide opportunities for disciplinary discussions.	Teacher provides limited and/or unsupported opportunities for students to engage in disciplinary discussions. Routines for discussion are not evident, or students are not required to use them during tasks and activities.	Teacher provides supported opportunities for students to participate in disciplinary discussions. Routines for discussion are evident, and teacher provides support to enable most students to use them during tasks and activities.	Teacher provides extended and supported, opportunities for students to participate in disciplinary discussions. Routines for discussion are evident, and teacher provides support to enable all students to use them during tasks and activities.

*Conversation skills needed to engage in discussion are: create, clarify, fortify, and negotiate.

Recognizing Levels of Performance — *Facilitating Acquisition of Academic Language*

Read the levels of performance for the *Facilitating Acquisition of Academic Language* rubric and highlight the words that differentiate each level (no evidence to limited evidence, etc.). Refer to Clarification of Terms as needed to define specific words.

Clarification of Terms

- What constitutes "structuring" the acquisition of academic language?
  - Structuring happens when the teacher provides instructional activities or opportunities that require students to produce and use academic language.
- What constitutes "strengthening" the acquisition of academic language?
  - Strengthening happens when the teacher responds in ways that extend student understanding of academic language and/or enable students to further explain and specify their thinking using academic language.
- What are the "features of academic language"?
  - The features of academic language are vocabulary (e.g., using new words to build ideas or create products, and choosing and using the best words and phrases to get the message across), syntax (e.g., crafting sentences to be clear and correct, and using a variety of sentence types to clarify a message and combine ideas, phrases, and clauses), and discourse (e.g., combining all features to communicate, clarify, and negotiate meaning, and creating a logical flow and connection between ideas). Language complexity increases as one moves from knowing and using words to knowing how messages are put together for particular purposes and audiences. Academic language should emphasize the construction of whole ideas and messages with multiple, connected sentences.
- What constitutes "language demands"?
  - Language demands of a learning task refer to the vocabulary, syntax, and discourse challenges that teachers must consider as they plan how to support student learning.
- What constitutes "supported opportunities"?
  - Supported opportunities are ones in which the teacher provides help that enables students to move beyond their current levels of development and/or to accomplish a task that they would not have been able to manage on their own.
- What constitutes "extended opportunities"?
  - Extended opportunities are structured to allow students sufficient time to acquire and use the features of academic language in meaningful ways.
- What constitutes "guided opportunities"?
  - Guided opportunities are ones in which the teacher leads students through tasks that help students acquire and use the features of academic language in meaningful ways.
- What are "texts"?
  - Texts are written, visual, audio, or multimedia messages that convey information or ideas.

- What makes an opportunity "structured for all students"?
  - o Structured for all means opportunities have been intentionally designed to enable all of the students in the class to participate. Opportunities that are structured for most are differentiated but not intentionally targeted to the specific learning needs of all of the students in the class.

Different Levels of Enactment: *Facilitating Acquisition of Academic Language*

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Introduce and/or refer to academic language* demands of texts and tasks	Teacher does not introduce or refer to the academic language demands of texts or tasks.	Teacher introduces and/or refers to the academic language demands, but does not explain how the demands are connected to the disciplinary texts and/or tasks.	Teacher introduces and/or refers to the academic language demands, and explains how the demands are connected to the disciplinary texts and/or tasks. The explanation is structured to be accessible to most students.	Teacher introduces and/or refers to the academic language demands, and explains how the demands are connected to the disciplinary texts and/or tasks. The explanation is structured to be accessible to all students.
ELEMENT 2 Provide extended and supported opportunities for students to acquire and use the features of academic language	Teacher provides unsupported opportunities for students to acquire academic language.	Teacher provides supported opportunities for students to acquire and use academic language, but these opportunities only address vocabulary and/or syntax.	Teacher provides guided and supported opportunities for students to acquire and use academic language of the discourse feature, and these opportunities are structured to engage most students.	Teacher provides extended, guided and supported opportunities for students to acquire and use academic language of the discourse feature, and these opportunities are structured to engage all students.

*Academic language has three distinct features: vocabulary, syntax, and discourse.

Recognizing Levels of Performance - *Fostering Metacognition for Disciplinary Learning*

Read the levels of performance for the *Fostering Metacognition for Disciplinary Learning* rubric and highlight the words that differentiate each level (no evidence to limited evidence, etc.). Refer to Clarification of Terms as needed to define specific words.

Clarification of Terms

- What constitutes "metacognition"?
  - o There are two aspects of metacognition: (1) reflective processes, i.e., awareness of what we know, and (2) self-regulation strategies, i.e., taking action to address flaws or gaps in what we know. Developing these metacognitive abilities is not simply about becoming a reflective learner but about applying specific learning strategies independently.
- What constitutes "visibly enacts"?
  - o Visibly enacting involves the teacher making transparent to students the metacognitive processes or strategies they are expected to use in support of disciplinary learning by modeling how to use them.
- What constitutes "deconstructs metacognitive processes and strategies"?
  - o Deconstructing metacognitive processes and strategies involves the teacher decomposing or drawing attention to specific features of the processes and strategies by explaining how, why, and when to use them.

Different Levels of Enactment: *Fostering Metacognition for Disciplinary Learning*

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning	Teacher does not enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning.	Teacher partially enacts metacognitive processes and/or strategies students are expected to use, and/or it is not clear how these support disciplinary learning.	Teacher clearly and completely enacts metacognitive processes and/or strategies students are expected to use in support of disciplinary learning.	Teacher clearly and completely enacts metacognitive processes and/or strategies students are expected to use in support of disciplinary learning. Teacher overtly makes enactment visible to all students.
ELEMENT 2 Deconstruct metacognitive processes and/or strategies that support disciplinary learning	Teacher does not draw attention to metacognitive processes and/or strategies that support disciplinary learning.	Teacher draws attention to metacognitive processes and/or strategies that support disciplinary learning, but does not explain how, why, or when to use them.	Teacher deconstructs metacognitive processes and/or strategies that support disciplinary learning by explaining how, why, or when to use them.	Teacher deconstructs metacognitive processes and/or strategies that support disciplinary learning by explaining how, why, or when to use them. The deconstruction is structured to enable all students to use strategies independently.

Recognizing Levels of Performance — *Monitoring and Guiding Disciplinary Learning*

Read the levels of performance for the *Monitoring and Guiding Disciplinary Learning* rubric and highlight the words that differentiate each level (no evidence to limited evidence, etc.). Refer to Clarification of Terms as needed to define specific words.

Clarification of Terms
- What constitutes "constructive feedback"?
  - o Constructive feedback is timely, specific, and descriptive. It provides students with concrete guidance in what they need to do to meet the learning target(s).

Different Levels of Enactment: *Monitoring and Guiding Disciplinary Learning*

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Monitor learning and adjust instruction, supports, and/or disciplinary tasks to meet student needs	Teacher does not monitor student learning.	Teacher monitors student learning but does not adjust instruction and/or disciplinary tasks as needed to meet student needs.	Teacher monitors student learning and adjusts instruction, supports, and/or disciplinary tasks as needed to meet the needs of most students.	Teacher monitors student learning throughout instruction and adjusts instruction, supports, and/or disciplinary tasks as needed to meet the needs of all students.
ELEMENT 2 Provide written and/or oral feedback* during lessons to promote disciplinary learning	Teacher does not provide feedback during lessons or provides only evaluative feedback.	Teacher provides feedback that is vague and/or nonspecific.	Teacher provides constructive feedback during lessons. Suggestions for how to improve disciplinary learning are specific and substantive.	Teacher provides constructive feedback during lessons. Suggestions for how to improve disciplinary learning are specific and substantive. Feedback is constructed to meet the specific needs of all students.

* Feedback may include asking probing questions and the involvement of students in providing feedback.

Recognizing Levels of Performance — *Designing Instruction for Disciplinary Thinking and Understanding*

Read the levels of performance for the *Designing Instruction for Disciplinary Thinking and Understanding* rubric and highlight the words that differentiate each level (no evidence to limited evidence, etc.). Refer to Clarification of Terms as needed to define specific words.

Clarification of Terms

- What constitutes "learning targets"?
  - Learning targets are short-term goals or statements that clearly state what the teacher expects students to know and be able to do at the end of the lesson.
- What constitutes "intellectual rigor"?
  - An intellectually rigorous activity or cognitively demanding activity is one that helps all students deeply understand complex ideas and difficult concepts so they can solve problems and transfer their knowledge to new situations and expand their understanding of how the world works. It is about increasing the complexity of thinking by applying, analyzing, evaluating, and creating.

Different Levels of Enactment: *Designing Instruction for Disciplinary Thinking and Understanding*

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice	Learning targets are not apparent and/or do not align with the ELA/ Literacy CCSS.	Learning targets are apparent and align with ELA/Literacy CCSS, but do not support the target high-impact practice.	Learning targets are apparent, align with ELA/Literacy CCSS, and support the target high-impact practice.	Learning targets are apparent, align with ELA/Literacy CCSS, and support the target high-impact practice. Teacher strategically attends to the learning targets during the lesson.
ELEMENT 2 Structure and connect tasks that support the learning targets	Teacher structures tasks that do not support learning targets.	Teacher structures discrete tasks that support learning targets, but the tasks do not work in conjunction with one another.	Teacher structures tasks that support the learning targets. The tasks work in conjunction with one another.	Teacher structures tasks that support the learning targets, and the tasks work in conjunction with one another. The teacher makes explicit to students how tasks are connected to each other and to the learning targets.
ELEMENT 3 Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks	Teacher does not establish high expectations.	Teacher establishes high expectations, but designs activities and tasks that are almost entirely rote or routine.	Teacher establishes high expectations, and designs activities and tasks that are intellectually rigorous. These tasks are structured to enable most students to meet these expectations.	Teacher establishes high expectations and designs activities and tasks that are intellectually rigorous. These activities and tasks are structured to enable all students to meet these expectations.

Identifying Evidence in a Vignette

Step inside the Classroom

Read the kindergarten vignette below looking for evidence of each element of each practice in the *Disciplinary Discussions Teaching Frame*. Record your evidence on a piece of paper or the Notetaking Tool on pages 82 - 83. When you have finished, compare your evidence to that in the highlighted version of the vignette to see where each practice is situated within the vignette. (See pages 105 -107.)

Kindergarten Vignette

Mrs. Renfro's kindergarten class is beginning their two-week inquiry unit on bears. She has specifically chosen different pictures of bears to develop students' vocabulary and conceptual understanding. She is also focusing on her students' conversation skills. The standards she is addressing are as follows:

- K.LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K.LS1.C: All animals need food in order to live and grow. They obtain their food from plants or from other animals.
- K.W.8: With guidance and support from adults, recall information from experiences, or gather information from provided sources to answer a question.
- K.SL.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- K.SL.2: Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly.

Mrs. Renfro informs her class that they are going to be studying how bears live and survive. They will be looking at pictures, reading books, and creating a graphic organizer to build their understanding and explain to others what they have learned, so she introduces partner talk. She displays a sentence strip that says, "Will you be my partner?" in green writing and another sentence strip, "Yes, I will be your partner." in red. Just like on a signal light, green means go, so the person with the green strip speaks first, while red means stop, so the person with the red strip speaks after the first person. Then she models the partner greeting. After the modeling, Mrs. Renfro selects two more students to model. Next, she hands students either a green "Will you be my partner?" strip or a red "Yes, I will be your partner." strip and asks the students to find a partner with a different-color strip from theirs. The students practice this three times. Mrs. Renfro explains that they will be asking classmates to be their partners for different activities like this throughout the year.

Once the class understands how to choose and greet a partner, she displays a picture of a bear eating a fish from a stream, and she uses the Conversation Skills chart to introduce sentence prompts and responses for Create. Beginning with the prompt "What do you notice?" written in green and "I notice…" written in red, Mrs. Renfro displays these strips in the pocket chart and reads them to the students. Using the prompt starters and responses, Mrs. Renfro and a student model taking turns. Mrs. Renfro draws a picture of two students

talking, with arrows between them showing them taking turns. Mrs. Renfro then provides a nonmodel with the student by continually talking and never letting the student talk. Mrs. Renfro asks the student how that felt.

The student answers, "Not good. I wanted to talk too."

"Ohhhh," Mrs. Renfro responds, "so to have a conversation, both students need to take turns talking." Then she calls up two students to model taking turns using the prompt starters and responses. She compliments the students on how well they took turns talking. She points out how they stayed on topic and discussed only the picture of the bear and nothing else, which made it a good conversation. The class chorally reads each sentence prompt starter and response, while Mrs. Renfro points to each word. Then she hands out a pair of green and red sentence strips to each pair, reminding the students that the green goes first, the red goes next, and then they switch sentence strips. Mrs. Renfro walks among the partners with a clipboard, guiding the students to use the prompt starters and listening to the conversations, noting student responses. Mrs. Renfro evaluates particular students' needs, meets with students throughout the day to give them more practice using the new vocabulary in complete sentences, and boosts their confidence with this new skill.

The next day Mrs. Renfro reviews the partner greeting and the partner poster, which shows partners sitting (1) hand-to-hand, (2) knee-to-knee, and (3) eye-to-eye. Then she reviews the prompt starters on the green and red sentence strips, "What do you notice?" and "I notice…"

"We're going to get into pairs a different way today. We're going to play the mingle game!" She asks students to wander around on the carpet, saying, "Mingle, mingle, mingle," until she says, "Find a partner." The students find partners, go through the partner greeting, and sit with their partners. Mrs. Renfro displays a picture of a bear in a cave and then introduces "What is your idea?" written in green and "One idea could be…" written in red. She models these new prompts with one student and then with a pair of partners. She compliments them on how well they did yesterday taking turns and staying on topic. Mrs. Renfro walks around, listening to the students and noting their progress on her clipboard. After evaluating the students' ability to use the prompt starters, she decides to introduce the final prompt starters and responses "What did you think?" and "I think…" tomorrow in the same manner as the previous days.
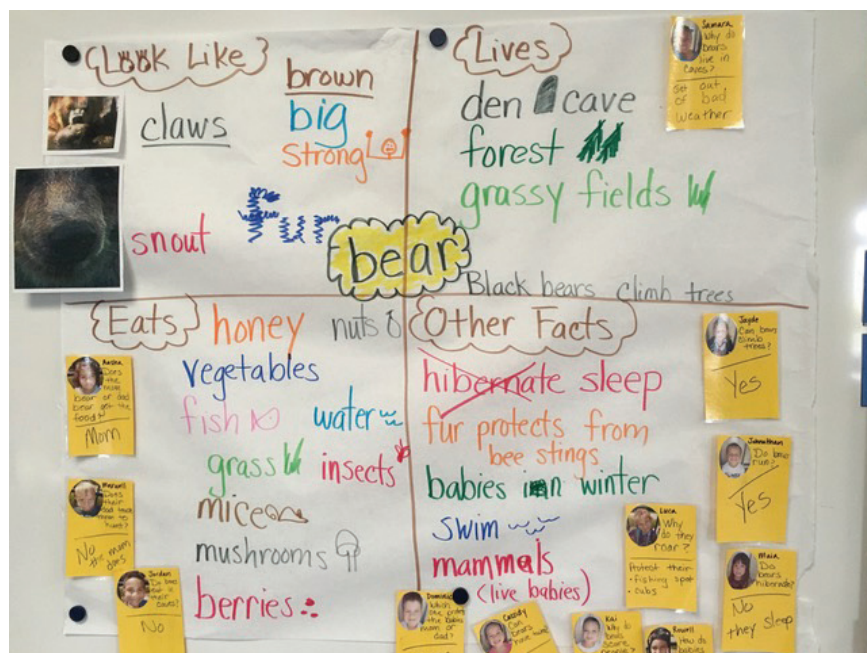
The next day a quadrant with four bear pictures is displayed. Mrs. Renfro reviews the partner greeting and partner poster. Then she has the students play the mingle game and reviews all the displayed prompt starters. Mrs. Renfro asks the students to use one of the three sets of prompt starters and responses to discuss with their partners what they notice in the pictures. Mrs. Renfro circulates among the partners, reminding the students to use one set of the prompts and redirecting some partners back to the picture they are discussing. "What have you noticed about the bear in your picture?" She affirms the use of the prompts with another set of students. "Jon, you asked Kim about what she noticed using the prompt, and Kim, you answered Jon in a complete sentence, 'I noticed that the bear momma was protecting her cubs.'" She moves to another set of partners and asks, "Nihal, you said that you noticed the bear in the river. Why do you think the bear is in the river?" After the students change partners three times, Mrs. Renfro has the students go back to their seats and draw a picture or write a sentence about what they noticed from the pictures displayed.

During the next few days, Mrs. Renfro and the class read books and create a graphic organizer about bears with the headings of "Looks Like," "Lives," "Eats," and "Other Facts." They also learn a Bear Chant.

Bears here, bears there
Bears, bears, everywhere.
Female bears are girls,
Male bears are boys.
Baby bears are cubs.
And bears are funny mammals.
Polar bears in the Artic
eating lots of seals.
Brown bears in the forest
eating lots of salmon.
Bears here, bears there.
Bears, bears, everywhere.

She highlights and defines new vocabulary they are learning. She continues to have students meet with different partners to discuss the facts they have learned about bears using the Conversation Skill Create. They also begin to formulate "I wonder" questions. When a question comes up, it is placed on the child's picture card, which is then placed on the board. When the answer to the question is found during this exploration, it is recorded on the student's picture card, added to the graphic organizer, and used as a conversation topic.

At the end of the unit, Mrs. Renfro asks, "What is the most important fact about bears?" She explains to the class that there is no right or wrong answer to this question but that each student needs to clarify why he or she chose a fact as the most important one. Mrs. Renfro reviews all the facts generated and recorded on the bear graphic organizer. Then she goes through each area of the graphic organizer, reviewing the facts and the picture cards with the "I wonder" questions and the physical movements that have been generated by the class to go with that fact. Each student is given a sentence frame, "The most important fact about bears is that _____." to fill out. "Today we are going to clarify our thinking by using the prompts and responses from the Conversation Skills chart." She distributes a piece of paper to each student with

the two prompts color-coded. Mrs. Renfro models with a partner using each of the prompts. "The most important fact about bears is that they sleep but don't hibernate. What happens next? Look under 'Partner 2' (in the red letters)." Students respond when Mrs. Renfro points to the "Tell me more about…" and then "Why did you choose?"

Mrs. Renfro responds, "You're right! I need to clarify why I chose that fact! I need to tell my partner more about it. My partner might say, 'Tell me more about that,' or 'Why did you choose that fact?' So it's my job to clarify. I could say, 'Remember when we read that bears wake up during the winter, and we saw the picture of the bear in his cave with the snow outside, and he went to the bathroom? That means that they don't sleep the whole time, which means that they don't hibernate.' The partners will then decide who will be the first one to read his or her most important fact. Then partner 2 will ask a clarifying statement, and partner 1 will answer with a clarification, and they will switch."

> Mrs. Renfro circulates around the room, stopping at one set of partners. "Karem, I just heard you say that 'Bears eat fish' is the most important fact. Why did you choose that fact?"
> Karem answers, "It's important because we know that they eat berries and grass, but they eat fish too, like us!"
> "Oh, does either of you remember what that's called, when animals eat plants and other animals like we do?"
> Karem excitedly answers, "They're omnivores!"
> Mrs. Renfro gives the partners a thumbs-up and continues around the room, listening and prompting other sets of partners.

Gathering Evidence

Gathering evidence in observations is useful to help you more deeply understand the practices so you can implement them in your classroom. It is also important for prov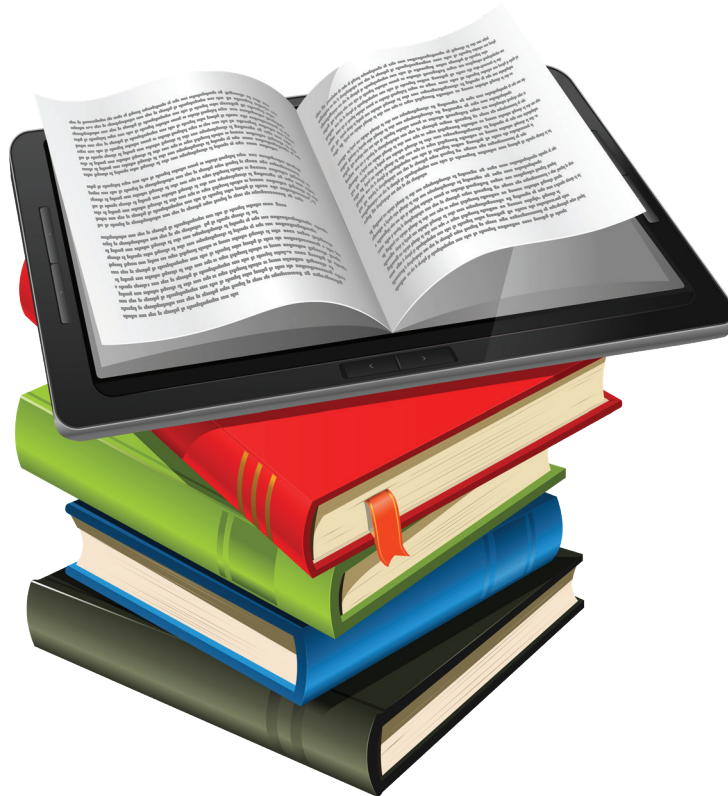iding feedback to your peers on their practice. **Effective** feedback is specific and practical, and it focuses on improvement. Feedback needs to help teachers understand not just their current levels of practice but also how to elevate them. Remember that evidence is what you see, hear, or read and not your interpretation or opinion. It is important to refrain from making interpretative statements when using evidence to provide feedback to peers. Using the evidence you recorded as you read the vignette, answer the following questions:

- What specific feedback would you give the teacher to foster growth and elevate her practice? Pay attention to the language of the elements.
- In what ways could the rubric be used as a shared vision for professional growth?

Conclusion

Equipping observers to provide accurate and meaningful feedback through rich conversation is essential for improving teaching and learning. In this chapter, we have guided you through a process for building the knowledge and skills necessary to accurately and reliably collect evidence that forms the basis for effective feedback. This type of feedback helps teachers understand not just their current levels of practice but also how to elevate them.

Resources

Disciplinary Discussions: Literacy TK-2

HIGH-IMPACT PRACTICE

- Build conversation skills
- Provide extended, supported and guided opportunities for students to engage in disciplinary discussions

CROSS-CUTTING PRACTICES

Facilitating Acquisition of Academic Language

- Introduce and/or refer to academic language demands of texts and tasks
- Provide extended, guided, and supported opportunities for students to acquire and use the features of academic language

Fostering Metacognition for Disciplinary Learning

- Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning
- Deconstruct metacognitive processes and/or strategies that support disciplinary learning

Monitoring and Guiding Disciplinary Learning

- Monitor learning and adjust instruction, supports, and/or disciplinary tasks to meet student needs
- Provide written and/or oral feedback during lessons to promote disciplinary learning

FOUNDATIONAL PRACTICE

Designing Instruction for Disciplinary Thinking and Understanding

- Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice
- Structure and connect tasks that support the learning targets
- Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks

EPF Essential Practice Frames for teaching

SOAR

13

HIGH-IMPACT PRACTICE

- Build conversation skills
- Provide extended and supported opportunities for students to engage in disciplinary discussions

CROSS-CUTTING PRACTICES

Facilitating Acquisition of Academic Language

- Introduce and/or refer to the academic language demands of texts and tasks
- Provide extended and supported opportunities for students to acquire and use the features of academic language

Fostering Metacognition for Disciplinary Learning

- Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning
- Deconstruct metacognitive processes and/or strategies that support disciplinary learning

Monitoring and Guiding Disciplinary Learning

- Monitor learning and adjust instruction, supports, and/ or disciplinary tasks to meet student needs
- Provide written and/or oral feedback during lessons to promote disciplinary learning

FOUNDATIONAL PRACTICE

Designing Instruction for Disciplinary Thinking and Understanding

- Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice
- Structure and connect tasks that support the learning targets
- Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks

EPF
Essential Practice
Frames for Teaching

Disciplinary Discussions Note-Taking Tool

Teacher _____

Date _____

Grade _____ Lesson _____

Target _____

Guidance

1. Conversation skills: Create, Clarify, Fortify, Negotiate
2. Academic Language has three features: vocabulary, syntax, and discourse.
3. Think aloud, model/nonmodel, video model, rubric/self-assessment

Category	Indicator														
Design Instruction	Establish high expectations														
	Structure and connect tasks														
	Set aligned disciplinary learning targets														
Monitor and Guide	Provide oral or written feedback														
	Monitor learning and adjust instruction														
Metacognition	Deconstruct metacognitive process/strategies														
	Enact metacognitive process/strategies[3]														
Academic Language	Extended and supported opportunities														
	Intro/refer to acad. lang.[2] demands														
Disciplinary Discussions	Extended & supported opportunities														
	Build Conversation Skills[1]														

HIGH-IMPACT PRACTICE–Disciplinary Discussions

		PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
DIMENSION	This practice focuses on structuring, strengthening, and supporting students' ability to engage in student-to-student disciplinary discussions. Discussions can consist of face-to-face interactions, online dialogues, and written conversations. Effective teachers build conversation skills and provide extended, supported, and guided opportunities for students to participate in disciplinary discussions.				
CSTP	**_CSTP 1 Engaging and Supporting All Students in Learning:_** Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real life context. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor learning and adjust instruction while teaching.			**_CSTP 3 Understanding and Organizing Subject Matter for Student Learning:_** Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.	
ELEMENT 1 Build conversation skills2*	Teacher does not introduce or refer to conversation skills.		Teacher introduces and/or refers to conversation skills, but does not provide supports for students to use them during tasks and activities.	Teacher introduces and/or refers to conversation skills, and provides support and guidance to enable most students to use them during tasks and activities.	Teacher introduces and/or refers to conversation skills, provides support and guidance to enable all students to use them with diverse partners, and prompts for their use, as needed, during tasks and activities.
ELEMENT 2 Provide extended, supported, and guided opportunities for students to engage in disciplinary discussions	Teacher does not provide opportunities for disciplinary discussions.		Teacher provides limited and/or unsupported opportunities for students to engage in disciplinary discussions. Routines for discussion are not evident, or students are not required to use them during tasks and activities.	Teacher provides supported and guided opportunities for students to participate in disciplinary discussions. Routines for discussion are evident, and teacher provides support to enable most students to use them during tasks and activities.	Teacher provides extended, supported, and guided opportunities for students to participate in disciplinary discussions. Routines for discussion are evident, and teacher provides support to enable all students to use them during tasks and activities.

*Conversation skills needed to engage in discussion are: create, clarify, fortify, and negotiate.

3

CROSS-CUTTING PRACTICE-Facilitating Acquisition of Academic Language

DIMENSION	This practice focuses on structuring, strengthening, and supporting students' acquisition and use of the academic language* needed to participate in disciplinary tasks. Effective teachers consistently introduce, define, and highlight the academic language demands of texts and tasks. They also provide supported and guided opportunities for students to acquire and use all three features of academic language.
CSTP	**CSTP 3 Understanding and Organizing Subject Matter for Student Learning:** Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter.

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Introduce and/or refer to academic language demands of texts and tasks	Teacher does not introduce or refer to the academic language demands of texts or tasks.	Teacher introduces and/or refers to the academic language demands, but does not explain how the demands are connected to the disciplinary texts and/or tasks.	Teacher introduces and/or refers to the academic language demands, and explains how the demands are connected to the disciplinary texts and/or tasks. The explanation is structured to be accessible to most students.	Teacher introduces and/or refers to the academic language demands, and explains how the demands are connected to the disciplinary texts and/or tasks. The explanation is structured to be accessible to all students.
ELEMENT 2 Provide extended, guided, and supported opportunities for students to acquire and use the features of academic language	Teacher provides unsupported opportunities for students to acquire academic language.	Teacher provides supported opportunities for students to acquire and use academic language, but these opportunities only address vocabulary and/or syntax.	Teacher provides guided and supported opportunities for students to acquire and use academic language of the discourse feature, and these opportunities are structured to engage most students.	Teacher provides extended, guided, and supported opportunities for students to acquire and use academic language of the discourse feature, and these opportunities are structured to engage all students.

*Academic language has three distinct features: vocabulary, syntax, and discourse.

© EPF *for teaching* 2015   Strategic Observation and Reflection   SOAR® Literacy TK-2

CROSS-CUTTING PRACTICE–Fostering Metacognition for Disciplinary Learning

DIMENSION	This practice focuses on the degree to which a teacher visibly enacts and deconstructs metacognitive processes and strategies that foster students' metacognitive knowledge.
	Effective teachers make the enactment of metacognitive processes and strategies visible to all students and explain how, why, or when to use these in support of disciplinary learning.

| CSTP | **CSTP 3 Understanding and Organizing Subject Matter for Student Learning:**
Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content.

They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. | They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content. |

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning	Teacher does not enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning.	Teacher partially enacts metacognitive processes and/or strategies students are expected to use, and/or it is not clear how these support disciplinary learning.	Teacher clearly and completely enacts metacognitive processes and/or strategies students are expected to use in support of disciplinary learning.	Teacher clearly and completely enacts metacognitive processes and/or strategies students are expected to use in support of disciplinary learning. Teacher overtly makes enactment visible to all students.
ELEMENT 2 Deconstruct metacognitive processes and/or strategies that support disciplinary learning	Teacher does not draw attention to metacognitive processes and/or strategies that support disciplinary learning.	Teacher draws attention to metacognitive processes and/or strategies that support disciplinary learning, but does not explain how, why, or when to use them.	Teacher deconstructs metacognitive processes and/or strategies that support disciplinary learning by explaining how, why, or when to use them.	Teacher deconstructs metacognitive processes and/or strategies that support disciplinary learning by explaining how, why, or when to use them. The deconstruction is structured to enable all students to use strategies independently.

EPF
Essential Practice
Frames for teaching

CROSS-CUTTING PRACTICE-Monitoring and Guiding Disciplinary Learning

DIMENSION	This practice focuses on how effectively a teacher monitors and guides the disciplinary learning throughout each task and throughout the lesson as a whole. Effective teachers adjust and support disciplinary tasks to meet the needs of all students in the classroom.			They provide written and/or oral feedback* and gradually remove supports to foster students' ability to work flexibly and independently.
CSTP	*CSTP 1 Engaging and Supporting All Students in Learning:* Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real life context. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students.			They promote critical thinking through inquiry, problem solving, and reflection. They monitor learning and adjust instruction while teaching.

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Monitor learning and adjust instruction, supports, and/or disciplinary tasks to meet student needs	Teacher does not monitor student learning.	Teacher monitors student learning but does not adjust instruction or disciplinary tasks as needed to meet student needs.	Teacher monitors student learning and adjusts instruction, supports, and/or disciplinary tasks as needed to meet the needs of most students.	Teacher monitors student learning throughout instruction and adjusts instruction, supports, and/or disciplinary tasks as needed to meet the needs of all students.
ELEMENT 2 Provide written and/or oral feedback during lessons to promote disciplinary learning	Teacher does not provide feedback during lessons or provides only evaluative feedback.	Teacher provides feedback that is vague and/or nonspecific.	Teacher provides constructive feedback during lessons. Suggestions for how to improve disciplinary learning are specific and substantive.	Teacher provides constructive feedback during lessons. Suggestions for how to improve disciplinary learning are specific and substantive. Feedback is constructed to meet the specific needs of all students.

*Feedback may include asking probing questions and involving students in providing feedback.

EPF
Essential Practice
Frames for teaching

10

FOUNDATIONAL PRACTICE-Designing Instruction for Disciplinary Thinking and Understanding

DIMENSION

This practice focuses on the design of lessons and learning tasks to promote disciplinary learning and support the target high-impact practice. Effective teachers clearly and directly align disciplinary learning targets with the ELA/Literacy standards and high-impact practice, structure and connect tasks in support of learning targets, and enable students to meet the high expectations of classroom activities.

CSTP

CSTP 1 Engaging and Supporting All Students in Learning:
Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real life context.

Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students.

They promote critical thinking through inquiry, problem solving, and reflection. They monitor learning and adjust instruction while teaching.

CSTP 3 Understanding and Organizing Subject Matter for Student Learning:
Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content.

They organize curriculum to facilitate students' understanding of the subject matter. They utilize instructional strategies that are appropriate to the subject matter.

They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice	Learning targets are not apparent and/or do not align with the ELA/Literacy CCSS.	Learning targets are apparent and align with ELA/Literacy CCSS, but do not support the target high-impact practice.	Learning targets are apparent, align with ELA/Literacy CCSS, and support the target high-impact practice.	Learning targets are apparent, align with ELA/Literacy CCSS, and support the target high-impact practice. Teacher strategically attends to the learning targets during the lesson.
ELEMENT 2 Structure and connect tasks that support the learning targets	Teacher structures tasks that do not support learning targets.	Teacher structures discrete tasks that support learning targets, but the tasks do not work in conjunction with one another.	Teacher structures tasks that support the learning targets. The tasks work in conjunction with one another.	Teacher structures tasks that support the learning targets and the tasks work in conjunction with one another. The teacher makes explicit to students how tasks are connected to each other and to the learning targets.
ELEMENT 3 Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks	Teacher does not establish high expectations.	Teacher establishes high expectations, but designs activities and tasks that are almost entirely rote or routine.	Teacher establishes high expectations, and designs activities and tasks that are intellectually rigorous. These activities and tasks are structured to enable most students to meet these expectations.	Teacher establishes high expectations and designs activities and tasks that are intellectually rigorous. These activities and tasks are structured to enable all students to meet these expectations.

EPF Essential Practice Frames for teaching

11

Kindergarten Vignette Highlighted Version

Key: Disciplinary Discussions: Beige
        Facilitating Acquisition of Academic Language: Yellow
        Fostering Metacognition: Green
        Monitoring and Guiding Disciplinary Learning: Purple
        Designing Instruction: Blue

Mrs. Renfro's kindergarten class is beginning their two-week inquiry unit on bears. She has specifically chosen different pictures of bears to develop students' vocabulary and conceptual understanding. [FAAL1] She is also focusing on her students' conversation skills. The standards she is addressing are:

- K.LS1-1 - Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K.LS1.C - All animals need food in order to live and grow. They obtain their food from plants or from other animals.
- K.W.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- K.SL.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- K.SL.2 - Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- K.SL.6 - Speak audibly and express thoughts, feelings, and ideas clearly. [DI1]

Mrs. Renfro informs her class that they are going to be studying how bears live and survive. [DI2] They will be looking at pictures, reading books, and creating a graphic organizer to build their understanding and explain to others what they have learned, [FAAL1 & FMDL1] so she introduces partner talk. [DD1] She displays a sentence strip that says, 'Will you be my partner?' in green writing and another sentence strip 'Yes, I will be your partner.' in red. [DD1 & FAAL2] Just like a signal light, green means go so that person with the green strip speaks first, while red means stop, so that person with the red strip speaks after the first person. Then she models the partner greeting. After the modeling, Mrs. Renfro selects two more students to model. [FAAL2] Next, she hands students either a green "Will you be my partner?" strip or a red "Yes, I will be your partner." strip and asks the students to find a partner with a different color strip than theirs. The students practice this three times. [DD2] Mrs. Renfro explains that they will be asking classmates to be their partners for different activities like this throughout the year. [DD2]

Once the class understands how to choose and greet a partner, she displays a picture of a bear eating a fish from a stream, and she uses the Conversation Skills chart to introduce sentence prompts and responses for Create. [DD1& DI2] Beginning with the prompt 'What do you notice?' written in green and 'I notice…' written in red, Mrs. Renfro displays these strips in the pocket chart and reads them to the students. [DD1 & FAAL1] Using the prompt starters and responses, Mrs. Renfro and a student model taking turns. [DD1] Mrs. Renfro draws a picture of two students talking, with arrows between them showing them taking turns. [DD1] Mrs. Renfro then provides a nonmodel with the student by continually talking and never letting the student talk. Mrs. Renfro asks the student how that felt. [FMDL1 & MGDL 1]

The student answers, "Not good, I wanted to talk too."

"Ohhhh," Mrs. Renfro responds, "so to have a conversation, both students need to take turns talking." [FMDL1] Then she calls up two students to model taking turns using the prompt starters and responses. She compliments the students on how well they took turns talking. She points out how they stayed on topic and discussed only the picture of the bear and nothing else, which made it a good conversation. [FMDL1] The class chorally reads each sentence prompt starter and response, while Mrs. Renfro points to each word. [DD1 & FAAL2] Then she hands out a pair of green and red sentence strip to each pair, reminding the students that the green goes first, the red goes next, and then they switch sentence strips. [DD2 & FAAL2] Mrs. Renfro walks among the partners with a clipboard, guiding the students to use the prompt starters and listening to the

conversations, noting student responses. Mrs. Renfro evaluates particular students' needs, meets with students throughout the day to give them more practice using the new vocabulary in complete sentences, [FAAL2] and boosts their confidence with this new skill. [MGDL1]

The next day Mrs. Renfro reviews the partner greeting and the partner poster, which shows partners 1) sitting hand-to-hand, 2) knee-to-knee, and 3) eye-to-eye. [DD1 7& DI2] She then reviews the prompt starters on the green and red sentence strips, 'What do you notice?' and 'I notice….' [DD1]

"We're going to get into partners a different way today. [DD1] We're going to play the *Mingle* game!" She asks students to wander around on the carpet saying 'Mingle, mingle, mingle' until she says, "Find a partner." The students find a partner, go through the partner greeting, and sit with their partners. Mrs. Renfro displays a picture of a bear in a cave and then introduces 'What is your idea?' written in green and 'One idea could be…' written in red. [DD1] She models these new prompts with one student and then with a pair of partners. She compliments them on how well they did yesterday taking turns and staying on topic. [MGDL2] Mrs. Renfro walks around listening to the students and noting their progress on her clipboard. After evaluating the students' ability to utilize the prompt starters, she decides to introduce the final prompt starters and responses 'What did you think?' and 'I think….' tomorrow in the same manner as the previous days. [MGDL1]

The next day a quadrant with four bear pictures is displayed. Mrs. Renfro reviews the partner greeting and partner poster. [DI2] Then she has the students play the *Mingle* game and reviews all the displayed prompt and responses. [DD1& FAAL2] Mrs. Renfro asks the students to use one of the three sets of prompt and responses to discuss with their partner what they notice in the pictures. [DD2] Mrs. Renfro circulates among the partners reminding the students to use one set of the prompts, redirecting some partners back to the picture they are discussing. [MGDL2] "What have you noticed about the bear in your picture?" She affirms the use of the prompts with another set of students. [MGDL2] "Jon, you asked Kim about what she noticed using the prompt, and Kim, you answered Jon in a complete sentence, 'I noticed that the bear momma was protecting her cubs.'" She moves to another set of partners and asks, "Nihal, you said that you noticed the bear in the river. Why do you think the bear is in the river?" [MGDL2] After the students change partners three times, [DD2] Mrs. Renfro has the students go back to their seats and draw a picture or write a sentence about what they noticed from the pictures displayed. [FAAL2 & DI3]

During the next few days, Mrs. Renfro and the class read books and create a graphic organizer about bears with the headings of "Looks Like," "Lives," "Eats," and "Other Facts." [FAAL1 & DI3] They also learn a Bear Chant.

Bears here, bears there
Bears, bears, everywhere.
Female bears are girls,
Male bears are boys.
Baby bears are cubs.
And bears are funny mammals.
Polar bears in the Artic
eating lots of seals.
Brown bears in the forest
eating lots of salmon.
Bears here, bears there.
Bears, bears, everywhere.

She highlights and defines new vocabulary they are learning. [FAAL2] She continues to have students meet with different partners to discuss the facts they have learned about bears using the Conversation Skill Create. [DD2 & DI2] They also begin to formulate "I wonder" questions. [FAAL2 & DI3] When a question comes up, it is placed on the child's picture card, which is then placed on the board. When the answer to the question is found during this exploration, it is recorded on the student's picture card, added to the graphic organizer, and used as a conversation topic. [DD2]

At the end of the unit, Mrs. Renfro asks, "What is the most important fact about bears?" **DI3** She explains to the class that there is no right or wrong answer to this question but that each student needs to clarify why he or she chose a fact as the most important one. **DD2 & FMDL2 & DI3** Mrs. Renfro reviews all the facts generated and recorded on the bear graphic organizer. Then she goes through each area of the graphic organizer, reviewing the facts and the picture cards with the "I wonder" questions and the physical movements that have been generated by the class to go with that fact. **FAAL2** Each student is given a sentence frame, "The most important fact about bears is that _____." to fill out. **FAAL1** "Today we are going to clarify our thinking by using the prompts and responses from the Conversation Skills chart."**DD1 & FAAL1 & DI3** She distributes a piece of paper to each student with the two prompts color-coded.**FAAL1** Mrs. Renfro models with a partner using each of the prompts.**FMDL1** "The most important fact about bears is that they sleep but don't hibernate. What happens next? Look under 'Partner 2' (in the red letters)." Students respond when Mrs. Renfro points to the "Tell me more about…" and then "Why did you choose?"

Mrs. Renfro responds, "You're right! I need to clarify why I chose that fact! I need to tell my partner more about it. My partner might say, 'Tell me more about that,' or 'Why did you choose that fact?' So it's my job to clarify. **DD1 & FMDL 2** I could say, 'Remember when we read that bears wake up during the winter, and we saw the picture of the bear in his cave with the snow outside, and he went to the bathroom? That means that they don't sleep the whole time, which means that they don't hibernate.' The partners will then decide who will be the first one to read his or her most important fact. Then partner 2 will ask a clarifying statement, and partner 1 will answer with a clarification, and they will switch." **DD1**

> Mrs. Renfro circulates around the room, stopping at one set of partners. **MGDL1** "Karem, I just heard you say that 'Bears eat fish' is the most important fact. Why did you choose that fact?" **MGDL2**
> Karem answers, "It's important because we know that they eat berries and grass, but they eat fish too, like us!"
> "Oh, does either of you remember what that's called, when animals eat plants and other animals like we do?" **MGDL2**
>
> Karem excitedly answers, "They're omnivores!"

Mrs. Renfro gives the partners a thumbs-up and continues around the room, listening and prompting other sets of partners. **MGDL2**

HIGH-IMPACT PRACTICE–Disciplinary Discussions

		PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
DIMENSION	This practice focuses on structuring, strengthening, and supporting students' ability to engage in student-to-student disciplinary discussions. Disciplinary discussions can consist of face-to-face interactions, online dialogue, and written conversations.				Effective teachers build disciplinary conversation skills and provide extended and supported opportunities for students to participate in disciplinary discussions.
CSTP	***CSTP 1 Engaging and Supporting All Students in Learning:*** Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real life context. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor learning and adjust instruction while teaching.				***CSTP 3 Understanding and Organizing Subject Matter for Student Learning:*** Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.
ELEMENT 1 Build disciplinary conversation skills*		Teacher does not introduce or refer to disciplinary conversation skills.	Teacher introduces and/or refers to disciplinary conversation skills, but does not provide support for students to use them during tasks and activities.	Teacher introduces and/or refers to disciplinary conversation skills and provides support to enable most students to use them during tasks and activities.	Teacher introduces and/or refers to disciplinary conversation skills and provides support to enable all students to use them during tasks and activities with diverse partners.
ELEMENT 2 Provide extended and supported opportunities for students to engage in disciplinary discussions		Teacher does not provide opportunities for disciplinary discussions.	Teacher provides limited and/or unsupported opportunities for students to engage in disciplinary discussions. Routines for disciplinary discussions are not evident, or students are not required to use them during tasks and activities.	Teacher provides supported opportunities for students to participate in disciplinary discussions. Routines for disciplinary discussions are evident, and teacher provides support to enable most students to use them during tasks and activities.	Teacher provides extended and supported opportunities for students to participate in disciplinary discussions. Routines for disciplinary discussions are evident, and teacher provides support to enable all students to use them during tasks and activities.

*Conversation skills needed to engage in discussion are: create, clarify, fortify, and negotiate.

EPF
Essential Practice
Frames for Teaching

Strategic Observation and Reflection   SOAR® Literacy 3-12

CROSS-CUTTING PRACTICE-Facilitating Acquisition of Academic Language

DIMENSION	This practice focuses on structuring, strengthening, and supporting students'* acquisition and use of the academic language³ needed to participate in disciplinary tasks. Effective teachers consistently introduce, define, and highlight the academic language demands of texts and tasks.	They also provide extended and supported opportunities for students to acquire and use all three features of academic language.
CSTP	**CSTP 3 Understanding and Organizing Subject Matter for Student Learning:** Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter.	They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Introduce and/or refer to the academic language demands of texts and tasks	Teacher does not introduce or refer to the academic language demands of texts or tasks.	Teacher introduces and/or refers to the academic language demands, but does not explain how the demands are connected to the disciplinary texts and/or tasks.	Teacher introduces and/or refers to the academic language demands, and explains how the demands are connected to the disciplinary texts and/or tasks. The explanation is structured to be accessible to most students.	Teacher introduces and/or refers to the academic language demands, and explains how the demands are connected to the disciplinary texts and/or tasks. The explanation is structured to be accessible to all students.
ELEMENT 2 Provide extended and supported opportunities for students to acquire and use the features of academic language	Teacher provides unsupported opportunities for students to acquire academic language.	Teacher provides supported opportunities for students to acquire and use academic language, but these opportunities only address vocabulary and/or syntax.	Teacher provides supported opportunities for students to acquire and use academic language of the discourse feature, and these opportunities are structured to engage most students.	Teacher provides extended and supported opportunities for students to acquire and use academic language of the discourse feature, and these opportunities are structured to engage all students.

*Academic language has three distinct features: vocabulary, syntax, and discourse.

CROSS-CUTTING PRACTICE-Fostering Metacognition for Disciplinary Learning

DIMENSION

This practice focuses on the degree to which a teacher visibly enacts and deconstructs metacognitive processes and strategies that foster students' metacognitive knowledge.

Effective teachers make the enactment of metacognitive processes and strategies visible to all students and explain how, why, or when to use these in support of disciplinary learning.

CSTP

CSTP 3 Understanding and Organizing Subject Matter for Student Learning:
Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content.

They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter.

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning	Teacher does not enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning.	Teacher partially enacts metacognitive processes and/or strategies students are expected to use, and/or it is not clear how these support disciplinary learning.	Teacher clearly and completely enacts metacognitive processes and/or strategies students are expected to use in support of disciplinary learning.	Teacher clearly and completely enacts metacognitive processes and/or strategies students are expected to use in support of disciplinary learning. Teacher overtly makes enactment visible to all students.
ELEMENT 2 Deconstruct metacognitive processes and/or strategies that support disciplinary learning	Teacher does not draw attention to metacognitive processes and/or strategies that support disciplinary learning.	Teacher draws attention to metacognitive processes and/or strategies that support disciplinary learning, but does not explain how, why, or when to use them.	Teacher deconstructs metacognitive processes and/or strategies that support disciplinary learning by explaining how, why, or when to use them.	Teacher deconstructs metacognitive processes and/or strategies that support disciplinary learning by explaining how, why, or when to use them. The deconstruction is structured to enable all students to use strategies independently.

EPF
Essential Practice
Frames for teaching

CROSS-CUTTING PRACTICE-Monitoring and Guiding Disciplinary Learning

DIMENSION	This practice focuses on how effectively a teacher monitors and guides the disciplinary learning throughout each task and throughout the lesson as a whole. Effective teachers adjust and support disciplinary tasks to meet the needs of all students in the classroom.	They provide written and/or oral feedback* and gradually remove supports to foster students' ability to work flexibly and independently.

CSTP	**CSTP 1 Engaging and Supporting All Students in Learning:** Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real life context.	Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor learning and adjust instruction while teaching.

	PROVIDES NO EVIDENCE	**PROVIDES LIMITED EVIDENCE**	**PROVIDES ACCEPTABLE EVIDENCE**	**PROVIDES STRONG EVIDENCE**
ELEMENT 1 Monitor learning and adjust instruction, supports, and/or disciplinary tasks to meet student needs	Teacher does not monitor student learning.	Teacher monitors student learning but does not adjust instruction or disciplinary tasks as needed to meet student needs.	Teacher monitors student learning and adjusts instruction, supports, and/or disciplinary tasks as needed to meet the needs of most students.	Teacher monitors student learning throughout instruction and adjusts instruction, supports, and/or disciplinary tasks as needed to meet the needs of all students.
ELEMENT 2 Provide written and/or oral feedback during lessons to promote disciplinary learning	Teacher does not provide feedback during lessons or provides only evaluative feedback.	Teacher provides feedback that is vague and/or nonspecific.	Teacher provides constructive feedback during lessons. Suggestions for how to improve disciplinary learning are specific and substantive.	Teacher provides constructive feedback during lessons. Suggestions for how to improve disciplinary learning are specific and substantive. Feedback is constructed to meet the specific needs of all students.

*Feedback may include asking probing questions and involving students in providing feedback.

EPF
Essential Practice
Frames for teaching

FOUNDATIONAL PRACTICE-Designing Instruction for Disciplinary Thinking and Understanding

DIMENSION	This practice focuses on the design of lessons and learning tasks to promote disciplinary learning and support the target high-impact practice. Effective teachers clearly and directly align disciplinary learning targets with the ELA/Literacy standards and high-impact practice, structure and connect tasks in support of learning targets, and enable students to meet the high expectations of classroom activities.

CSTP	**CSTP 1 Engaging and Supporting All Students in Learning:** Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real life context. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor learning and adjust instruction while teaching.	**CSTP 3 Understanding and Organizing Subject Matter for Student Learning:** Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. They utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice	Learning targets are not apparent and/or do not align with the ELA/Literacy CCSS.	Learning targets are apparent and align with ELA/Literacy CCSS, but do not support the target high-impact practice.	Learning targets are apparent, align with ELA/Literacy CCSS, and support the target high-impact practice.	Learning targets are apparent, align with ELA/Literacy CCSS, and support the target high-impact practice. Teacher strategically attends to the learning targets during the lesson.
ELEMENT 2 Structure and connect tasks that support the learning targets	Teacher structures tasks that do not support learning targets.	Teacher structures discrete tasks that support learning targets, but the tasks do not work in conjunction with one another.	Teacher structures tasks that support the learning targets. The tasks work in conjunction with one another.	Teacher structures tasks that support the learning targets, and the tasks work in conjunction with one another. The teacher makes explicit to students how tasks are connected to each other and to the learning targets.
ELEMENT 3 Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks	Teacher does not establish high expectations.	Teacher establishes high expectations, but designs activities and tasks that are almost entirely rote or routine.	Teacher establishes high expectations, and designs activities and tasks that are intellectually rigorous. These activities and tasks are structured to enable most students to meet these expectations.	Teacher establishes high expectations and designs activities and tasks that are intellectually rigorous. These activities and tasks are structured to enable all students to meet these expectations.

Strategic Observation and Reflection   SOAR® Literacy 3-12

EPF Essential Practice Frames for teaching