



Evidence-Based Practices Examples/Non-Examples



Click on any of the following Artifacts, in any Quadrant, to take you to the Examples/Non-Examples of that Artifact

Inclusive Learning Environment

- Content, language, and social learning outcomes** are flexible, posted, measurable, observable, and in student-friendly language; created with/by students
 Measurable Observable Student-friendly Language
- Student-centered classroom**; student work displayed is current, relevant, and accurate; classroom charts are created with/by students
 Relevant Accurate
- Respectful classroom management and organization**; rules, procedures, and behavior expectations are created with/by students; are evident and posted
 Rules/Behavior Expectations Procedures
- Classroom library** organized with student input, variety of genres, accessible to all
 Variety of Genres Student Choices Text Accessibility Physical Accessibility
- Word/Sound Walls and key vocabulary** charts are created with/by students; contain symbols/pictures and used as a resource by all students
 Symbols/Pictures High Frequency/Key Vocabulary Used as a Resource
- Presence and use of manipulatives**, objects, real-world and diverse examples
 Manipulatives Real-world Examples/Objects Diverse Examples
- Effective and efficient transitions between activities
 Efficient Effective Engaging

Instructional Practices “The What”

- Demonstration (I do it)**: whole group; comprehensible input is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, and different learning modalities are evident; explicit systematic instruction
 Explains Comprehensible input Show/Tells Explicit/Systematic Frontloads
- Shared Experiences (We do it)**: whole group/small/flexible group modeling
 Scaffolds Negotiates Supports
- Guided Practice (You do it together)**: small flexible group, 1-1 with minimal guidance; for fluency and transfer of new learning with support and problem solving
 Students in Charge of Learning Practice for Fluency Collect Evidence of Learning Problem Solving
- Independent Practice (You do it by yourself)**: time provided for mastery
 Assists as Needed Coaches Evaluates Modifies and Adjusts
- Closure**; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal)
 Reviews Learning Targets Formative Assessment Summative Assessment Self Reflection
- Monitoring and adjusting student learning**; engagement; interactions; uses, gives immediate and specific feedback effectively
 Teacher Engagement Teacher Interactions Responsive Immediate-Specific Feedback
- Incorporates, plans for higher order thinking** question activities and wait time
 Plans/Asks Questions Creative Activities Adequate Wait Time

Student Interactions “The How”

- Students expression** by thinking, listening, speaking, reading, writing, sharing, and discussing
 Listening/Thinking Speaking/Sharing Reading Writing
- Students involved in text activity**; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition
 Note-taking Research Assistive Technology/Multi-Media Construction/Composition
- Students are goal setting**; ongoing use of self-assessments, formative assessments, and reflections
 Goal-Setting Self-Assessment Formative Assessment Reflection
- Students interact in guided practice**, projects, conferencing, collaborating, community, personal coping skills and strategies, in charge of learning together
 Peer projects Conferencing Collaborating Personal Coping Skills/Strategies
- Students practice independently for personal mastery**; planning; choice; autonomy; visualization; manipulation of learning
 Plans Learning Makes Choices Generalizes Learning Uses Visualization
- Student performance**; presentation; reading/writing for authentic audience/purpose
 Presentation Plan Speaking/Reading/Writing For an Audience For a Purpose
- Students participate in higher order thinking** and in a variety of learning modalities; show learning through physical action
 Art Music Physical Movement Drama

Student Engagement “The Why”

- Students are engaged in highly motivating**, real-world experiences and/or issues
 Highly Motivating Real-World Social Justice/Civic Issues Culturally Responsive
- Students engaged in meaningful, challenging, relevant activities**; evidence of self-determined learners
 Meaningful Challenging Relevant Self-determined/Self-Monitoring
- Students connect and apply learning** to culture, background knowledge, strengths, and needs
 Culture Background Knowledge Strengths Needs
- Students demonstrate learning** through planning, thinking, listening, speaking, reading, writing, multi-media; engaged in shared/collaborative learning
 Planning Thinking/Listening Speaking Reading Writing Multi-media Collaborating
- Students’ materials, resources, texts are relevant** and suitable to the content and language, social learning outcomes, evidence of self-regulating behavior
 Language Outcome Content Outcome Social Learning Outcome Self-Regulation
- Students have multiple opportunities for dialogue and conversations** (50% student-talk); engaged in information processing, application and transfer of learning
 50% Student-Talk Information Processing Generalizes Learning
- Students are participating in differentiated activities and accommodations**
 Content Process Products/Resources/Materials Time

Classroom observations using the *Evidence-Based Practices Diagnostic Tool*, is a collaborative coaching process to be modeled and experienced with grade-level teams, content-area teams, and/or leadership teams. The purpose of the process is to assist educators in staying focused on what matters most in inclusive learning environments, instructional practices, student interactions, and student engagement. Another purpose is to collect evidence of shared professional learning and collaboration over time.

The *Evidence-Based Practices* document is not intended to be used as a tool to evaluate teachers. Rather, it is a tool for collecting positive school trends, to capture evidence of shared learning, enhance professional conversations, and to establish a common language of effective teaching and learning in a school community. The essence of this process is to aid in the awareness and incidence of evidence-based practices in the learning community, toward the ongoing development of pedagogy and diverse student learning development.

Inclusive Learning Environment

Content, language, and social learning outcomes are flexible, posted, measurable, observable, and in student-friendly language; created with/by students

EXAMPLES

- **Measurable:** I will be able to use evidence from at least five different paragraphs in a reading passage, to answer ten questions about that reading passage
- **Observable:** In six syllable word lists of real and make-believe words, I will be able to read 8/10 of the words correctly in each list
- **Student-friendly:** I will be able to retell a cultural story, using both the moral of the story and three key details for support

NON-EXAMPLES

- **Measurable:** I will be able to use a reading passage, to ask and answer questions about that reading passage. Issue: How to measure the use of the passage to answer the passage questions
- **Observable:** I will be able to use my knowledge of the six syllable types, to read a passage with two errors or less. Issue: Being able to observe that knowledge of the six syllable types is the reason for the reading accuracy
- **Student-friendly:** I will be able to Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text. Issue: Vocabulary; content; structure complexity

[Return to Quadrant View](#)

Student-centered classroom; student work displayed is current, relevant, and accurate; classroom charts are made with/by students

EXAMPLES

- **Relevant:** A collage that represents the cultures and traditions of people from different countries around the world
- **Accurate:** Solar system mobiles that generally appear to have the sun as the largest body and planets that are in the correct size context and order

NON-EXAMPLES

- **Relevant:** Flags that students recreated, from countries around the world. Issue: Abstract representation - no relevant connection to people and culture
- **Accurate:** Instead of a few solar system mobiles having planets out of order, most of the mobiles have Earth as the fourth planet from the sun

[Return to Quadrant View](#)

Respectful classroom management and organization; rules, procedures, and behavior expectations are created with/by students and are evident and posted

EXAMPLES

- **Rules/Behavior Expectations:** When the teacher uses proximity or facial expression to address a misbehavior, it is easy to see a connection from student recognition to redirection
- **Procedures:** Classroom helpers know who they are without significant disagreement of responsibility or action, and they effectively help to facilitate distributing such things as papers, supplies, and manipulatives

NON-EXAMPLES

- **Rules/Behavior Expectations:** Consistent blurting is not self-regulated, not redirected implicitly, and explicit management of behavior affects loss of learning time
- **Procedures:** Students argue of roles and responsibilities such as being a line leader, holding the door, or passing out materials

[Return to Quadrant View](#)

Classroom library organized with student input, variety of genres, accessible to all

EXAMPLES

- **Variety of Genres:** Fiction, Non-Fiction, Historical Fiction, Chapter, Reference, Graphic Novel
- **Student Choices:** Interest examples – cars, animals, relationships, dinosaurs, bugs, pets
- **Text Accessibility:** After opening a few books, it is easy to see some texts that are below grade level, some at grade level, and some above grade level
- **Physical Accessibility:** Book bins are labeled with pictures that represent genres or choices, students of any height are able to reach any book, and the area has a rug and pictures to make the area look like a good place to choose and read a book

NON-EXAMPLES

- **Genre Variety:** Almost all book choices are fiction; there are very few non-fiction choices.
- **Student Choices:** Almost all choices are books about characters and their relationships to one another
- **Text Accessibility:** It is difficult to find any book choices are below grade-level reading, while there are several students in the class that are reading below grade level
- **Physical Accessibility:** Library books are strewn on the floor or stacked on shelves, some would be difficult to reach for shorter students, and there are no rugs or pictures that make the area look like a nice place to read

[Return to Quadrant View](#)

Word/Sound walls and key vocabulary charts are created with/by students; contain symbols/pictures and used as a resource by all students

EXAMPLES

- **Symbols/Pictures:** Under the category of “Action” with a picture of a clapper and starburst, is the word “lunge” that has a picture of a person lurching forward. This helps students make it easier to find a word, read it, and make a connection to its meaning
- **High Frequency/Key Vocabulary:** At early grades, words on display such as pronouns, prepositions, simple verbs, and nouns are fundamentally used in the writing process. Increasingly at upper grade levels, words on display are used to enhance the writing process, such as more advanced verbs, adverbs, adjectives, and nouns that are content specific yet common
- **Used as a Resource:** When students are writing, the sound/word wall is placed where they could look up easily to use it, and the instructor prompts students to use it during writing activities

NON-EXAMPLES

- **Symbols/Pictures:** Either they are not evident or are not used to make a connection for use
- **High Frequency/Key Vocabulary:** The words chosen could only be used in very specific content areas or writing activities, such as “carbon” or “astrolabe”
- **Used as a Resource:** Words are in the back of the room a/o in small font

[Return to Quadrant View](#)

Presence and use of manipulatives, objects, and real-world and diverse examples

EXAMPLES

- **Manipulatives:** A cupboard or bin that is labeled to contain objects for grouping and counting, such as base blocks and plastic chips, that can be easily accessed by students
- **Real-world Examples/Objects:** Authentic images such as photographs, menus, and maps; physical objects such as models of vehicles, plants, and animals
- **Diverse Examples:** For proper context, “cats” should be represented by several images/objects from domesticated, forest, and savannah examples; “insects” should have varied examples such as ants, beetles, and bees

NON-EXAMPLES

- **Manipulatives:** The area for grouping and counting is not visible or not in an area that can be accessed easily by students
- **Real-world Examples/Objects:** A study of the solar system does not include plastic planets, stars, galaxies, objects that students can hold and touch, images beyond what a textbook offers, etc.
- **Diverse Examples:** Diversity in race, ethnicity, and culture are excluded from images presented when studying the people within a particular country or region

[Return to Quadrant View](#)

Effective and efficient transitions between activities

EXAMPLES

- **Efficient:** When moving from desks/tables to a carpeted area, students are able to make the transition and be ready to learn within 30 seconds
- **Effective:** After being asked to retrieve a notebook and a pencil, there are very few examples of students either not having these materials, not being able to retrieve materials, or neglecting to retrieve materials
- **Engaging:** Students are able to manage the incorporation of such things as conversation and music playing, without these things being a significant distraction to the transition

NON-EXAMPLES

- **Efficient:** Distractions, such as conversation during a move from desks/tables to a carpeted area, result in students not being ready to learn until significantly longer than 30 seconds has passed
- **Effective:** After being given adequate time to take out a specific notebook and a pencil, there are several examples of students either forgetting to take out one or the other; having the incorrect notebook; unsharpened pencils; etc.
- **Engaging:** Students may be effectively and efficiently transitioning from one task or area to another, but few students appear to be enjoying the transition as an opportunity for greater freedom of movement and levity

[Return to Quadrant View](#)

Instructional Practices “The What”

Demonstration (I do it): whole group; comprehensible input is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, and different learning modalities are evident; explicit systematic instruction

EXAMPLES

- **Explains:** The teacher helps students learn how to use a new graphic organizer, by explaining how to use connected text to fill in each section of the organizer
- **Shows/Tells:** The teacher helps students learn how to use a new graphic organizer, by using a document camera to accompany explanation, to show how connected text is used to complete each section
- **Comprehensible:** In the explanation of using a graphic organizer, the teacher uses language that is easily understood and clarified with students during the process, such as paraphrasing “tell us what paragraph by putting...” instead of just, “cite where you found it”
- **Explicit/Systematic:** In showing the class how to use a new graphic organizer, the teacher provides steps in a logical order, does not omit any steps that might cause confusion for some students, and provides the steps at a pace that most students are following correctly
- **Frontloads:** In previewing a new graphic organizer, the teacher makes connections to organizers and processes that the class is already comfortable with, and alludes to how the form will later be used to create a writing composition

NON-EXAMPLES

- **Explanation:** The teacher helps students learn how to use a new graphic organizer, by simply showing them how it is completed, and asking students to recreate the steps as seen
- **Shows/Tells:** The teacher explains how to use a new graphic organizer, but does not use a display that can be properly seen by all students or that aids in visual direction
- **Comprehensible:** In the explanation of using a graphic organizer, the teacher uses language like, “cite where you found it,” without paraphrasing the word cite, and some students are not able to make the connection to the process as a result
- **Explicit/Systematic:** In showing the class how to use a new graphic organizer, the teacher provides some steps out of order, overlooks a step that causes confusion for some students, and/or progresses at a pace that causes student confusion
- **Frontloads:** In previewing a new graphic organizer, the teacher does not make connections to organizers and processes that the class is already comfortable with, and does not reference the benefits and usefulness of this type of organizer

[Return to Quadrant View](#)

Shared Experiences (We do it): whole group/small/flexible group modeling

EXAMPLES

- **Scaffolding:** While showing students how to find evidence in text, the teacher first proceeds through finding key words in the question and previewing choices
- **Negotiates:** After seeing that students are having trouble finding a paragraph, the teacher realizes that students need a refresher about locating indentation using their finger and reapplies this process before moving on
- **Supports:** As the teacher is guiding students through the process of locating a paragraph in text, the teacher watches students to provide positive statements of reassurance or redirection where necessary

NON-EXAMPLES

- **Scaffolding:** While showing students how to find evidence in text, the students are having trouble following along, because they are unsure of what the question is asking or what the choices might be
- **Negotiation:** Students are having trouble finding a paragraph, but the teacher does not realize that students need a refresher about locating indentation using their finger and moves on without clearing up the confusion
- **Support:** As the teacher is guiding students through the process of locating a paragraph in text, the teacher does not provide positive statements of reassurance or redirection where necessary

[Return to Quadrant View](#)

Guided Practice (You do it together): small group, 1-1 with minimal guidance; for fluency and transfer of new learning with support and problem solving

EXAMPLES

- **Students in Charge of Learning:** While providing evidence of evaluating answer choices, students are able to choose between marking answers with previously learned techniques, such as process of elimination slashes, smiley/frowny faces, assigning confidence percentages, key words, etc
- **Practice for Fluency:** After working with students to show them a new way to evaluate answer choices by marking each choice with a key word, the teacher has students engage in guided practice until individuals appear to have skill mastery before allowing a student to move on to the next task
- **Collect Evidence of Learning:** While students are evaluating answer choices, the teacher is looking at the progress of many students to see if reteaching/revisions are necessary or if fluency practice should continue.
- **Problem-Solving:** The teacher sees that students who are separating their marks from the text with space or circling marks seem to be more effective in using them, and the teacher provides this observation to students

NON-EXAMPLES

- **Students in Charge of Learning:** Despite a student being able to prove that he/she can use process of elimination marks and can answer questions effectively without having to perform these marks, the teacher requires the marks on all questions for that student, exactly as taught
- **Practice for Fluency:** After working with students to show them a new way to evaluate answer choices by marking each choice with a key word, the teacher only has students practice the skill once in guided practice before moving on, which leads to confusion during independent practice
- **Collect Evidence of Learning:** While students are evaluating answer choices, the teacher is not looking at the progress of many students to see if reteaching/revisions are necessary or if fluency practice should continue.
- **Problem-Solving:** The teacher does not see that students who are separating their marks from the text with space or circling marks, seem to be more effective in using them and is unable to provide this observation to students

[Return to Quadrant View](#)

Independent Practice (You do it by yourself): time provided for mastery

EXAMPLES

- **Assists as Needed:** Before starting a small group, the teacher notices that several students have put away their highlighters before finishing their evidence of finding the main idea of a paragraph as directed, so the teacher quickly reminds students that this is a necessary element of their task
- **Coaches:** During guided practice, the teacher saw that five students were having trouble finding the main idea of a paragraph to highlight. During independent practice the teacher calls those five students with their materials to the back table, so they can go over the process more explicitly and systematically
- **Evaluates:** During the first part of independent practice, the teacher is taking notes on the proportion of students performing the task correctly and taking available time for the lesson into account.
- **Modifies and Adjusts:** During the first part of independent practice, the teacher sees that the number of students effectively completing the task is below expectation and either reteaches a portion that is generally causing the issue or plans for reteaching in the near future

NON-EXAMPLES

- **Assists as Needed:** Several students have put away their highlighters before finishing their evidence of finding the main idea of a paragraph, but the teacher does not notice for a reminder.
- **Coaches:** While it is evident that several students are struggling through finding a main idea in a paragraph, the teacher is either focused on a single student or other task, missing several struggling students for a coaching opportunity
- **Evaluates:** During the first part of independent practice, instead of taking notes on the proportion of students performing the task correctly and taking available time for the lesson into account, the teacher is checking emails
- **Modifies and Adjusts:** During the first part of independent practice, the teacher misses that the number of students effectively completing the task is below expectation, and so misses the opportunity to reteach or plan for reteaching

[Return to Quadrant View](#)

Closure; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal)

EXAMPLES

- **Reviews Learning Targets:** With a few minutes left in the scheduled lesson time, the teacher reviews the writing lesson objectives and asks students to reflect on how comfortable they are with meeting that objective now and going forward
- **Formative Assessment:** After briefly getting feedback about their independent practice through thumbs-at-chest response, the teacher assigns unfinished work to be completed at end of the day or for homework so the teacher can evaluate and record the results
- **Summative Assessment:** After a mini-lesson that reviews the most important components and skills at the end of a unit for writing an argument, students compose an argument from a prompt that will be evaluated by a traits rubric
- **Self-Reflection:** With five minutes remaining in the lesson, students are prompted to update the KWL Chart that they used at the beginning of their lesson about the industries in Arizona

NON-EXAMPLES

- **Reviews Learning Targets:** At the conclusion of the lesson, the teacher simply asks students to transition to the next activity without reviewing learning objectives and outcomes
- **Formative Assessment:** While the teacher engages in a discussion about the industries and occupations that helped to shape the State of Arizona, it is not tied to a writing activity that would serve as evidence of student learning
- **Summative Assessment:** At the conclusion of a unit about Arizona's economic development, students go onto the next Social Studies unit about civics in Arizona without a summative assessment to determine students' level of learning as a result of the economic unit having been taught
- **Self-Reflection:** At the conclusion of the lesson, students aren't prompted to update the KWL Chart that they used at the beginning of their lesson about the industries in Arizona

[Return to Quadrant View](#)

Monitoring and adjusting student learning; engagement; interactions; uses, gives immediate and specific feedback effectively

EXAMPLES

- **Teacher Engagement:** While students are creating models that display the energy cycle of organisms, the teacher is actively watching students' progress and listening to their conversations
- **Teacher Interactions:** While students are creating models that display the energy cycle of organisms, the teacher is walking amongst students, and students are receptive to the teacher's presence and feedback
- **Responsive:** The teacher hears a student say, "I can't find..." or "I'm not sure about..." as an opportunity to listen more closely and monitor if peer intervention can serve to answer any of these questions appropriately or if teacher support is needed
- **Immediate-Specific Feedback:** As students are creating models that display the energy cycle of organisms, the teacher is looking for opportunities for positive narration that are specific to the creative choices of individuals and groups, and addressing the whole group with these specific narrations where helpful to others during the creative process

NON-EXAMPLES

- **Teacher Engagement:** While students are creating models that display the energy cycle of organisms, the teacher is not watching students' progress or listening to their conversations
- **Teacher Interactions:** While students are creating models that display the energy cycle of organisms, the teacher is talking to another teacher or cleaning up a part of the room
- **Responsive:** As a student is having trouble hanging the sun in their model of the energy cycle, the teacher does not see the student struggling to manage frustration and the student ends up throwing the sun at the ground
- **Immediate-Specific Feedback:** As students are creating models that display the energy cycle of organisms, the teacher does not provide positive narration at the time but instead waits until cleanup to provide general messages such as "interesting" or "nice," which do not provide meaningful feedback

[Return to Quadrant View](#)

Incorporates, plans for higher order thinking question activities *and* wait time

EXAMPLES

- **Plans/Asks Questions:** In a lesson about the human eye, the teacher not only begins by showing students how the pupil size reacts to light but asks students to engage in a quick-write prediction about why this happens
- **Creative Activities:** Students are asked to draw two eyes next to one another, one eye that shows all the parts and structures of the human eye, and another of an alien eye with three distinct differences
- **Adequate Wait Time:** During Think/Pair/Share, the teacher gives students 20 seconds to think about a question and 30 seconds to share with a partner before offering conversation within the whole group

NON-EXAMPLES

- Plans/Asks Questions:** In a lesson about the human eye, the teacher simply tells what the pupil is, how it reacts, and what it does
- Creative Activities:** Students are asked to use a list to document the parts of the human eye
- Adequate Wait Time:** Asks a question of the group and then immediately calls on a student to answer the question

[Return to Quadrant View](#)

Student Interactions “The How”

Students thinking, listening, speaking, reading, writing, sharing, discussing

EXAMPLES

- **Listening/Thinking:** Students watch a brief skit about the economic hardships and taxation leading to Shay’s Rebellion, and then engage in a discussion about perspectives and cause/effect relationships
- **Speaking/Sharing:** Students watch a brief skit about the economic hardships and taxation leading to Shay’s Rebellion and then engage in a discussion about perspectives and cause/effect relationships
- **Reading:** After a discussion about the causes of Shay’s Rebellion, students have the opportunity to write about their perspective and read what others wrote.
- **Writing:** After a discussion about the causes of Shay’s Rebellion, students have the opportunity to write about their perspective and read what others wrote.

NON-EXAMPLES

- **Listening/Thinking:** In silence, students are reading and completing a list of questions that ask for objective answers, in order to learn about Shay’s Rebellion
- **Speaking/Sharing:** Students watch a movie clip about the economic hardships and taxation leading to Shay’s Rebellion, but then are not provided the opportunity to share their perspectives about what they just watched
- **Reading:** After students watch a movie clip about the economic hardships and taxation leading to Shay’s Rebellion, they pack up and leave for the day
- **Writing:** After students watch a movie clip about the economic hardships and taxation leading to Shay’s Rebellion, they pack up and leave for the day

[Return to Quadrant View](#)

Students involved in text activity; note-taking; research; use of assistive technologies and/or multimedia; use multiple tools for construction and composition

EXAMPLES

- **Note-taking:** Students are using electronic resources to research how gut bacteria affect human health in order to make a one-week diet plan and are taking notes on diet attributes before beginning the plan
- **Research:** Students are using electronic resources to research how gut bacteria affect human health in order to make a one-week diet plan and are taking notes on diet attributes before beginning the plan
- **Assistive Technology/Multimedia:** Some students are reviewing electronic resources with the aid of assistive technology such as text enlargement, text-to-speech, speech-to-text, word prediction, e-image dictionaries, etc.
- **Construction/Composition:** Students can choose from several presentation and publishing programs to write a one-week diet plan that makes explicit connections to gut bacteria and human health

NON-EXAMPLES

- **Note-taking:** Rather than taking notes from what they are learning about gut bacteria and human health, students are simply grabbing text and images and placing them into a presentation
- **Research:** Instead of expanding beyond the information that their electronic science text is providing, students are creating a presentation by copying and pasting parts of the science text for presentation
- **Assistive Technology/Multimedia:** Students are reviewing electronic resources without some students have the choice of assistive technology such as text enlargement, text-to-speech, speech-to-text, word prediction, online image dictionaries, etc.
- **Construction/Composition:** After students use electronic resources to research how gut bacteria affects human health, the teacher goes around the room and asks students to share what they have learned

[Return to Quadrant View](#)

Students are goal setting; ongoing use of self-assessments, formative assessments, and reflections

EXAMPLES

- **Goal Setting:** In learning about the different Native American tribes in a given region of the United States, students make a note-taking outline for what tribes they will need to research, and what information they will need to include
- **Self-Assessment:** After making a note-taking outline for Native American tribe research, students have the opportunity to walk around the classroom, review other outlines, and make outline revisions before beginning research
- **Formative Assessment:** After receiving teacher feedback on research outlines they created, students revise the outlines, using the feedback, before beginning research on Native American tribes
- **Reflection:** Before beginning research about Native American tribes, students write a short reflection piece about what they learned in creating and revising the outline they will be using to collect their research notes

NON-EXAMPLES

- **Goal Setting:** Students engage in an entire lesson progression about Native American tribes with every step of the process being scripted, from outline to research materials to product and time constraints, specifically without an opportunity to set goals for progress
- **Self-Assessment:** Students engage in an entire lesson progression about Native American tribes with every step of the process being scripted, from outline to research materials to product and time constraints, specifically without an opportunity to compare personal progress and products to others toward making adjustments
- **Formative Assessment:** Students engage in an entire lesson progression about Native American tribes with every step of the process being scripted, from outline to research materials to product and time constraints, specifically without an opportunity to revise work based on feedback from the teacher or peers
- **Reflection:** Students engage in an entire lesson progression about Native American tribes with every step of the process being scripted, from outline to research materials to product and time constraints, specifically without an opportunity to reflect on the learning process

[Return to Quadrant View](#)

Students interact in guided practice, projects, conferencing, collaborating, community, personal coping skills and strategies; are in charge of learning together

EXAMPLES

- **Peer Projects:** Students have the opportunity to provide varied perspectives and contributions while working in groups of three to create an illustrated poem about family gatherings and celebrations
- **Conferring:** Students have the opportunity to confer with family members and report findings to group members toward creating an illustrated poem about family gatherings and celebrations
- **Collaborating:** As individuals within the group work on recording, drawing/coloring, composition, and writing, students work together to coordinate the compilation of their tasks toward a finished product of an illustrated poem about family gatherings and celebrations
- **Personal Coping Skills/Strategies:** When disagreements or frustrations may arise during group work, students use coping strategies such as compromise, mediation, and outreach to refocus toward their learning goals and outcomes

NON-EXAMPLES

- **Peer Projects:** In a project such as creating an illustrated poem about family gatherings and celebrations, where a diversity of perspectives and student strengths would be helpful during the process, students are working individually
- **Conferring:** In a project such as creating an illustrated poem about family gatherings and celebrations, where conferring with family members would be helpful during the process, students are not prompted or given the opportunity to do so
- **Collaborating:** After group members finish doing their product pieces of an illustrated poem, it is evident that the illustration doesn't match the content of the poetry, which would not have been the case if better collaboration was managed between the illustrator and the writer
- **Personal Coping Skills/Strategies:** As students are collaborating toward illustrating and writing their poems, group members have a conflict that is neither effectively self-managed nor teacher managed, to the extent where progress and outcomes are compromised

[Return to Quadrant View](#)

Students independently practice for personal mastery; planning; choice; autonomy; visualization; manipulation of learning

EXAMPLES

- **Plans Learning:** After students learn about creating a biographical poster, students need to choose a key figure from the Civil War to create their poster. In doing so, students are asked to plan the steps they will have to take in order to complete their finished product successfully
- **Makes Choices:** In planning to create a biographical poster of a Civil War figure, students have the opportunity to negotiate choices, such as their person, the sources for research, the important events and characteristics, and whether the poster will be created physically or electronically
- **Generalizes Learning:** In the process of creating a biographical poster of a Civil War figure, students use the skills of drawing facial proportions learned in art class to create the face of their Civil War figure on their poster
- **Uses Visualization:** For their Civil War figure's biography posters, students can be seen visualizing where poster components will go before sketching outlines for placement

NON-EXAMPLES

- **Plans Learning:** Students are assigned the project of creating a biological poster of a Civil War figure, with all components, processes, and timelines objectively prescribed
- **Makes Choices:** Students are assigned the project of creating a biological poster of a Civil War figure, assigned the person for research, assigned the research materials and criteria, and given a poster template, resulting in very few creative choices through the process
- **Generalizes Learning:** In the process of making a biographical poster of a Civil War figure, students do not have the opportunity to apply prior knowledge of creating facial proportions from art class, because the teacher provides a printed face for their poster
- **Uses Visualization:** For their Civil War figure's biography poster, students are not given the opportunity to visualize and organize the layout of their poster, because the layout has been prescribed by the instructor

[Return to Quadrant View](#)

Student performance; presentation; reading/writing for authentic audience/purpose

EXAMPLES

- **Presentation Plan:** When students are reading the graphic novels that they created about European exploration, you can see evidence that many students have practiced reading their words, making the presentation much more fluent
- **Speaking/Reading/Writing:** Students are reading their creation of graphics novels about European exploration to the class
- **For an Audience:** When students read to the class the graphic novels they created, you can see that it not only contains informational elements, but also elements that might be interesting or fun for the rest of the students in class, such as supporting story characters with names of class members
- **For a Purpose:** When students read to the class the graphic novels they created, you can see that it contains elements chosen to inform the audience about specific details, such as the name of the European explorer chosen, their country of origin, their destination, and the result of their travel

NON-EXAMPLES

- **Presentation Plan:** When students are reading the graphic novels that they created about European exploration, you can see evidence that many students have not practiced reading their words, causing many mistakes or breaks in the reading
- **Speaking/Reading/Writing:** Students created graphic novels about European explorers, but some have very few words due to lack of writing criteria
- **For an Audience:** When students read to the class the graphic novels they created, most students are allowed to rush through their presentation without using clear speech
- **For a Purpose:** When students read to the class the graphic novels they created, it is difficult to learn anything about their chosen European explorers or their journey to the Americas

[Return to Quadrant View](#)

Students participate in higher order thinking and in a variety of learning modalities; show learning through physical action

EXAMPLES

- **Art:** Students create a painting or sculpture to represent how sound waves travel to our ears
- **Music:** Students use the different types of sounds found in song and compare them to the sound waves that we hear
- **Physical Movement:** Students wave their arms with long ribbons streaming through the air to represent sound waves moving through the air
- **Drama:** Students act as if they are sound waves, traveling through the air and bouncing off objects to show how we hear echoes

NON-EXAMPLES

- **Art:** There is a lesson that has the opportunity for artistic expression, such as the representation of sound waves moving through the air, and yet there is no infusion of artistic expression in the learning process
- **Music:** There is a lesson that has the opportunity for artistic expression, such as the representation of sound waves moving through the air, and yet there is no infusion of artistic expression in the learning process
- **Physical Movement:** There is a lesson that has the opportunity for artistic expression, such as the representation of sound waves moving through the air, and yet there is no infusion of artistic expression in the learning process
- **Drama:** There is a lesson that has the opportunity for artistic and physical expression, such as the representation of sound waves moving through the air, and yet there is no infusion of artistic or physical expression in the learning process

[Return to Quadrant View](#)

Student Engagement “The Why”

Students are engaged in highly motivating, real-world experiences and/or issues

EXAMPLES

- **Highly Motivating:** Students are able to use their strengths after choosing their roles in the performance of a classroom play, whether it be writers, actors, set design, costumes, or audio/visual
- **Real-World:** Students are able to assume the actual jobs involved in the creation and performance of a play, the play is about kid’s roles as spies during the Revolutionary War, and it will be performed for the rest of the fifth-grade classrooms
- **Social Justice/Civic Issues:** Students use what they have learned about the First Amendment, to debate the value and evidence of these rights as they exist today
- **Culturally Responsive:** Students use a journaling narrative to talk about the cultural traditions of their family, how they think these might be different from other families in the United States, and what that means to them

NON-EXAMPLES

- **Highly Motivating:** Students are assigned acting roles in the performance of a classroom play, the script is given to them, it is not being performed for anyone else, and the play is about a rabbit that gets to play outside all day in the summer
- **Real-World:** Students are assigned acting roles in the performance of a classroom play, the script is given to them, it is not being performed for anyone else, and the play about an Alaskan Brown Bear that gets to play outside all day in the winter
- **Social Justice/Civic Issues:** Students engage in a debate about what sports are the best, and why
- **Culturally Responsive:** Students use a journaling narrative to talk about how important the Easter holiday is to everyone in the United States

[Return to Quadrant View](#)

Students engaged in meaningful, challenging, relevant activities; evidence of self-determined learners

EXAMPLES

- **Meaningful:** Students are writing an argument about whether student council should be able to sell food and beverage choices that kids would want and what those choices should include
- **Challenging:** Students are writing an argument about what new policies they would try, if they were president, to get Congress to pass in the first 100 days in office, and the expectations for writing length and number of policies/premises are differentiated on three levels based on literacy development in order to retain challenge and avoid frustration
- **Relevant:** Students are writing an argument about whether students should be able to write using pens in particular subjects or on assignments and what those might be
- **Self-determined/Self-Monitoring:** In writing an argument about using animals in our food supply, students have been provided their grading rubric that clearly delineates between requirements and available choices and are using that rubric to plan and guide their writing

NON-EXAMPLES

- **Meaningful:** Students are writing an argument about whether curling should be an Olympic sport.
- **Challenging:** Fifth grade students are writing an argument about what animal is their favorite pet and why, with no expectations on writing depth or length
- **Relevant:** Third grade students are writing an argument about whether driving a car is a right or a privilege
- **Self-determined/Self-Monitoring:** In writing an argument about using animals in our food supply, all students have been provided the same writing template to fill out that does not leave much room for choices or interpretation in content or process

[Return to Quadrant View](#)

Students connect and apply learning to culture, background knowledge, strengths

EXAMPLES

- **Culture:** After listing their favorite and least favorite parts of the holidays and family events that they celebrate, students are asked to use these aspects to create a new holiday that would be their favorite to celebrate
- **Background Knowledge:** Students are given a series of images showing climate and weather, and other images that show animals, plants, shelters, and clothing. Students are asked to match them images appropriately, and explain their choices
- **Strengths:** Groups are making a claymation video that shows how erosion happens over time, and students are able to choose from a variety of roles for contribution to the group
- **Needs:** After deciding what experiment students want to do for their Science Fair projects, students fill out a chart that itemizes materials into the categories of Available at School, Available at Home, and Would Have to Purchase (with associated cost) before beginning the project

NON-EXAMPLES

- **Culture:** After learning about what taxes are and what they are used for, students need to argue for the most important tax and explain why it is important
- **Background Knowledge:** After learning about what taxes are and what they are used for, students need to argue for the most important tax, and explain why it is important
- **Strengths:** Groups are making a claymation video that shows how erosion happens over time, but students are randomly assigned roles for contribution to the group
- **Needs:** Students are assigned an experiment for their Science Fair projects. They are prescribed what items they will need for completion, and expected to procure these items from home

[Return to Quadrant View](#)

Students demonstrate learning through planning, thinking, listening, speaking, reading, writing; multimedia; engaged in shared/collaborative learning

EXAMPLES

- **Planning:** Students are given the outcome of having to use a software program to create an animal that is best adapted to survive in a given environment, but before being given access to that software, they need to complete a planning template for research and development
- **Thinking/Listening:** Before using a software program to create an animal that is best adapted to survive in a given environment, students watch a short video about different animal adaptations and have a short discussion about important takeaways
- **Speaking:** After using a software program to create an animal that is best adapted to survive in a given environment, students present and explain their new animals to the class
- **Reading:** In order to use a software program to create an animal that is best adapted to survive in a given environment, students are given a variety of text-level choices to read for citing as research
- **Writing:** Before presenting the animal they created that is best adapted to survive in a given environment, students need to complete a planning sheet, record and cite research, and write a rough outline of what they will say in the presentation to the class
- **Multimedia:** Students will use a software program to create an animal that is best adapted to survive in a given environment and project that animal for the class during their presentation
- **Collaborating:** During the planning and research stages of creating an animal that is best adapted to survive in a given environment, students will be given time for whole group discussions, progress gallery walks, and small group check-ins for support and perspectives

NON-EXAMPLES

- **Planning:** The teacher provides a software program to students so they can create an animal that is best adapted to survive in a given environment, but no direction or time is given to students for the research and planning of connecting animal attributes to environment before the program is used to create the animal
- **Thinking/Listening:** Students are given the outcome of having to use a software program to create an animal that is best adapted to survive in a given environment and are given that program immediately with the option to begin
- **Speaking:** After using a software program to create an animal that is best adapted to survive in a given environment, students do a gallery walk to see other animals upon completion
- **Reading:** In order to use a software program to create an animal that is best adapted to survive in a given environment, students are shown a video about animal adaptations before beginning
- **Writing:** Students are given the outcome of having to use a software program to create an animal that is best adapted to survive in a given environment and are given that program immediately with the option to begin
- **Multimedia:** Students will use a pencil and paper to create an animal that is best adapted to survive in a given environment, and do a gallery walk to see other animals upon completion
- **Collaborating:** Working individually, students are given the outcome of having to use a software program to create an animal that is best adapted to survive in a given environment. Students are then given that program to work on silently at their desks

Students' materials, resources, and texts are relevant and suitable to the content and language; social learning outcomes; evidence of self-regulating behaviors

EXAMPLES

- **Language Outcome:** There are many opportunities for ELA standards to overlap with other content standards and objectives. Beyond simply reading and writing, teachers should be incorporating skills such as comparing/contrasting, inferencing, drawing conclusions, dissecting topic/main idea/details, and examining text features into objectives for Social Studies, Science, and Math classes
- **Content Outcome:** There are many opportunities for content area outcomes to overlap with one another. Some examples include calculating with populations, documenting steps in the scientific method, measuring experiment results, and researching important historical figures
- **Social Learning Outcome:** There are many opportunities for Social-Emotional Learning (SEL) outcomes to overlap with content standards and objectives. Some examples include the evaluation of cultural perspectives, civic virtues, economic choices, cooperation, exploring conflict, and building relationships
- **Self-Regulation:** Regardless of core content area, students should be given many opportunities for self-regulation. Some examples include collaborating with other towards a product, navigating through process choices, practicing coping skills to manage relationships and frustrations, and planning for materials, time, and steps toward a desired outcome

NON-EXAMPLES

- **Language Outcome:** Some missed opportunities to incorporate ELA standards into other content areas, includes exclusively watching videos to learn about history or geography, doing experiments without documenting the steps through the scientific method, and solely focusing on number problems without embedding them in story or circumstance
- **Content Outcome:** Some missed opportunities for content area outcomes to overlap with one another, include not extrapolating or contextualizing resource numbers, learning about our solar system only by watching videos, and learning about historical figures without any research or presentation product
- **Social Learning Outcome:** Some missed opportunities for Social-Emotional Learning (SEL) outcomes to overlap with content standards and objectives, include having students work individually instead of a helpful opportunity to plan research, collaborate, cooperate, discuss, and create together
- **Self-Regulation:** Missed opportunities for self-regulation involve not giving student choices that could easily be made available and would add to the sense of worth in completing the activity. For example, in creating an illustrated poem about the hardships of the Triangle Trade, students can be given a choice about the information to collect and include, what stage of the trade to write about, if it is prose or rhyming, whether it is completed electronically or on paper, and whom the students want to collaborate with

[Return to Quadrant View](#)

Students have multiple opportunities for dialogue and conversations (50% student talk); engaged in information processing, application, and transfer of learning

EXAMPLES

- **50% Student Talk:** In a lesson about how the United States is connected economically to the world market, the teacher initiates a series of Think/Pair/Shares with students speaking and listening to each other on an average of 40 seconds of every minute
- **Information Processing:** In a lesson about how the United States is connected economically to the world market, the teacher initiates a series of Think/Pair/Shares with students that allows for a variety of peer perspectives and for students to digest the concepts and ideas
- **Generalizes Learning:** During a discussion about how the United States is connected economically to the world market, students use tricks they have learned about trading bags of chips and candy on the playground before school to compare with techniques about trading goods and services amongst countries

NON-EXAMPLES

- **50% Student Talk:** In a lesson about how the United States is connected economically to the world market, the teacher initiates a series of Think/Pair/Shares with students speaking and listening to each other on an average of 40 seconds of every minute
- **Information Processing:** In a lesson about how the United States is connected economically to the world market, the teacher initiates a series of Think/Pair/Shares with students that allows for a variety of peer perspectives and for students to digest the concepts and ideas
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[Return to Quadrant View](#)

Students are participating in differentiated activities and accommodations

EXAMPLES

- **Content:** For a five-paragraph argument writing piece about whether mechanical or standard pencils are better, while most students are required to have three body paragraphs with one premise per paragraph with supporting details, a group of students with lower literacy development are allowed to put all three premises into one body paragraph for a modified three-paragraph argument
- **Process:** For a spelling test, not only do a group of students have a differentiated list of words that are more appropriate for their level of development, but they are also able to take their modified test on a recording with ear phones, so they are able to pause and rewind the prompts
- **Products/Resources/Materials:** You can see that several students in the class are using such tools as shaded overlays, different colored papers and fonts, plastic reading guides, pencil grips, large pencils, word processors, and electronic picture dictionaries to help accommodate their reading/writing activity
- **Time:** For a spelling test, not only do a group of students have a differentiated list of words that are more appropriate for their level of development, but they are also able to take their modified test on a recording with ear phones, giving them more appropriate time to finish the test

NON-EXAMPLES

- **Content:** Everyone has to complete a five-paragraph argument writing piece about whether mechanical or standard pencils are better, despite a significant diversity of literacy development in the class
- **Process:** Every student in the class gets the same spelling list, and has to complete the test at the end of the week like everyone else
- **Products/Resources/Materials:** You can't see evidence of students using such tools as shaded overlays, different colored papers and fonts, plastic reading guides, pencil grips, large pencils, word processors, and electronic picture dictionaries to help accommodate their reading/writing activity
- **Time:** Every student in the class gets the same spelling list and has to complete the test with the same thinking and writing time

[Return to Quadrant View](#)