



Evidence-Based Practices Examples/Non-Examples



Click on an Evidence-Based Practice (EBP) Indicator to take you to the Examples/Non-Examples of those EBPs

Inclusive Learning Environment	p. 2
1. Content, language, and social learning outcomes are flexible, posted, measurable, observable, and in student-friendly language; created with/by students <input type="checkbox"/> Measurable <input type="checkbox"/> Observable <input type="checkbox"/> Student-friendly Language	
2. Student-centered classroom ; student work displayed is current, relevant, and accurate; classroom charts are created with/by students <input type="checkbox"/> Relevant <input type="checkbox"/> Accurate	
3. Respectful classroom management and organization ; rules, procedures, and behavior expectations are created with/by students; are evident and posted <input type="checkbox"/> Rules/Behavior Expectations <input type="checkbox"/> Procedures	
4. Classroom library organized with student input, variety of genres, accessible to all <input type="checkbox"/> Variety of Genres <input type="checkbox"/> Student Choices <input type="checkbox"/> Text Accessibility <input type="checkbox"/> Physical Accessibility	
5. Word/Sound Walls and key vocabulary charts are created with/by students; contain symbols/pictures and used as a resource by all students <input type="checkbox"/> Symbols/Pictures <input type="checkbox"/> High Frequency/Key Vocabulary <input type="checkbox"/> Used as a Resource	
6. Presence and use of manipulatives , objects, real-world and diverse examples <input type="checkbox"/> Manipulatives <input type="checkbox"/> Real-world Examples/Objects <input type="checkbox"/> Diverse Examples	
7. Effective and efficient transitions between activities <input type="checkbox"/> Efficient <input type="checkbox"/> Effective <input type="checkbox"/> Engaging	

Instructional Practices “The What”	p. 9
1. Demonstration (I do) : whole group; comprehensible input is provided throughout the lesson; clear language, pacing, visuals, realia, color, and different learning modalities are evident; explicit systematic instruction <input type="checkbox"/> Explains <input type="checkbox"/> Comprehensible input <input type="checkbox"/> Show/Tells <input type="checkbox"/> Explicit/Systematic <input type="checkbox"/> Frontloads	
2. Shared Experiences (We do – You Help) : whole group/small/flexible group modeling <input type="checkbox"/> Scaffolds <input type="checkbox"/> Monitors/Adjusts <input type="checkbox"/> Supports	
3. Guided Practice (We do – I Help) : small flexible group, 1:1 with minimal guidance; for fluency and transfer of new learning with support and problem-solving <input type="checkbox"/> Students in Charge of Learning <input type="checkbox"/> Practice for Fluency <input type="checkbox"/> Collect Evidence of Learning <input type="checkbox"/> Problem Solving	
4. Independent Practice (You do) : time provided for mastery <input type="checkbox"/> Assists as Needed <input type="checkbox"/> Coaches <input type="checkbox"/> Evaluates <input type="checkbox"/> Modifies and Adjusts	
5. Closure ; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal) <input type="checkbox"/> Reviews Learning Targets <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Summative Assessment <input type="checkbox"/> Self Reflection	
6. Monitoring and adjusting student learning ; engagement; interactions; uses, gives immediate and specific feedback effectively <input type="checkbox"/> Teacher Engagement <input type="checkbox"/> Teacher Interactions <input type="checkbox"/> Responsive <input type="checkbox"/> Immediate-Specific Feedback	
7. Incorporates, plans for higher order thinking question activities and wait time <input type="checkbox"/> Plans/Asks Questions <input type="checkbox"/> Creative Activities <input type="checkbox"/> Adequate Wait Time	

Student Interactions “The How”	p. 16
1. Students expression by thinking, listening, speaking, reading, writing, sharing, and discussing <input type="checkbox"/> Listening/Thinking <input type="checkbox"/> Speaking/Sharing <input type="checkbox"/> Reading <input type="checkbox"/> Writing	
2. Students involved in text activity ; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition <input type="checkbox"/> Note-taking <input type="checkbox"/> Research <input type="checkbox"/> Assistive Technology/Multi-Media <input type="checkbox"/> Construction/Composition	
3. Students are goal setting ; ongoing use of self-assessments, formative assessments, and reflections <input type="checkbox"/> Goal-Setting <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Reflection	
4. Students interact in guided practice , projects, conferencing, collaborating, community, personal coping skills and strategies, in charge of learning together <input type="checkbox"/> Peer projects <input type="checkbox"/> Conferencing <input type="checkbox"/> Collaborating <input type="checkbox"/> Personal Coping Skills/Strategies	
5. Students practice independently for personal mastery ; planning; choice; autonomy; visualization; manipulation of learning <input type="checkbox"/> Plans Learning <input type="checkbox"/> Makes Choices <input type="checkbox"/> Generalizes Learning <input type="checkbox"/> Uses Visualization	
6. Student performance ; presentation; reading/writing for authentic audience/purpose <input type="checkbox"/> Presentation Plan <input type="checkbox"/> Speaking/Reading/Writing <input type="checkbox"/> For an Audience <input type="checkbox"/> For a Purpose	
7. Students participate in higher order thinking and in a variety of learning modalities; show learning through physical action <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Physical Movement <input type="checkbox"/> Drama	

Student Engagement “The Why”	p. 23
1. Students are engaged in highly motivating , real-world experiences and/or issues <input type="checkbox"/> Highly Motivating <input type="checkbox"/> Real-World <input type="checkbox"/> Social Justice/Civic Issues <input type="checkbox"/> Culturally Responsive	
2. Students engaged in meaningful, challenging, relevant activities ; evidence of self-determined learners <input type="checkbox"/> Meaningful <input type="checkbox"/> Challenging <input type="checkbox"/> Relevant <input type="checkbox"/> Self-determined/Self-Monitoring	
3. Students connect and apply learning to culture, background knowledge, strengths, and needs <input type="checkbox"/> Culture <input type="checkbox"/> Background Knowledge <input type="checkbox"/> Strengths <input type="checkbox"/> Needs	
4. Students demonstrate learning through planning, thinking, listening, speaking, reading, writing, multi-media; engaged in shared/collaborative learning <input type="checkbox"/> Planning <input type="checkbox"/> Thinking/Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Multi-media <input type="checkbox"/> Collaborating	
5. Students’ materials, resources, texts are relevant and suitable to the content and language, social learning outcomes, evidence of self-regulating behavior <input type="checkbox"/> Language Outcome <input type="checkbox"/> Content Outcome <input type="checkbox"/> Social Learning Outcome <input type="checkbox"/> Self-Regulation	
6. Students have multiple opportunities for dialogue and conversations (50% student-talk); engaged in information processing, application and transfer of learning <input type="checkbox"/> 50% Student-Talk <input type="checkbox"/> Information Processing <input type="checkbox"/> Generalizes Learning	
7. Students are participating in differentiated activities and accommodations <input type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Products/Resources/Materials <input type="checkbox"/> Time	

This document is intended to support the development of a shared understanding of EBPs on the Walkthrough Tool. Beyond supporting the collection and reporting of reliable walkthrough data, developing a shared understanding of practices can support the opportunity for higher fidelity and activity outcomes. For example, Walkthrough Teams could choose to go beyond SSIP activity submission requirements and connect the data with professional learning communities and targeted professional development.

Examples and non-examples describe evidence-based practices during instruction with a literacy focus, aligning with the SSIP State-Identified Measurable Result (SiMR). The examples and non-examples show how EBPs might and might not look to an observer during a classroom walkthrough. Where examples/non-examples could look significantly different in grade K/1 and grade 2/3 classrooms, examples/non-examples may be shown separately.

Each EBP indicator shows primary alignment with High Leverage Practices (HLPs). The [EBP Tool Alignment](#) document shows comprehensive alignment to HLPs as well as alignment to several other research-based frameworks. While some examples include vertical alignment and lesson integration through a connection between evidence-based practices on the EBP Walkthrough Tool and K–3 Arizona state standards, they are not intended to be prescriptive or to document a connection to all Arizona state standards or facets of individual standards in grades K–3.

Inclusive Learning Environment

Content, language, and social learning outcomes are flexible, posted, measurable, observable, and in student-friendly language; created with/by students [HLP 11]

K–1 Examples

- **Measurable:** When the teacher reads me a story, I can identify two or more characters from the story. [K.RL.3]
- **Observable:** I can listen to sounds and put them together to make one-syllable words [1.RF.2]
- **Student-friendly:** I can ask and answer questions about a story, and if I do not understand something, I can ask questions to understand. [K.SL.2]

K–1 Non-Examples

- **Measurable:** I know the characters in a story. Issue: The undefined number of characters
- **Observable:** I understand that sounds go together to make words. Issue: It is undefined how the student will be conveying their understanding.
- **Student-friendly:** Ask and answer questions about a reading passage, and when lacking understanding, seek clarification. Issue: Vocabulary; student-centered; structure complexity

2–3 Examples

- **Measurable:** I can describe how two or more characters respond to challenges in a story [2.RL.3]
- **Observable:** I can match at least 8 of 10 prefixes to their meaning. [3.RF.3]
- **Student-friendly:** After reading a non-fiction passage, I can explain the main idea with three supporting details [3.SL.2]

2–3 Non-Examples

- **Measurable:** I know how characters are challenged in a story Issue: unknown number of characters
- **Observable:** I know the meaning of prefixes. Issue: It is undefined, how the student will be conveying the understanding.
- **Student-friendly:** From a story, describe three of the details that serve to support the main idea of the story. Issue: structure, student-centered

[Return to Quadrant View](#)

Student-centered classroom: student work displayed is current, relevant, and accurate; classroom charts are made with/by students [HLP 7]

K–1 Examples

- **Relevant:** A picture chart that compares traditions and practices of different people, to your own traditions and practices. [K.H1.1]
- **Accurate:** A picture of outer space that shows the sun in the middle, the earth between arrows that go around the sun, and stars around the border of the picture [K.E2U1.5]

K–1 Non-Examples

- **Relevant:** A picture chart that compares different that are unknown and undefined for the students
- **Accurate:** A picture of outer space that shows the different planets and stars scattered about a night sky

2–3 Examples

- **Relevant:** A picture chart that shows useful tools that different cultures developed [2.H1.3]
- **Accurate:** A graphic showing the energy cycle with the sun as the input, and the cycle including plants, animals, and soil [3.E1U1.4]

2–3 Non-Examples

- **Relevant:** A picture chart that shows the name of a culture and a symbol that students make up to represent the name of that culture
- **Accurate:** A graphic showing the energy cycle with the sun receiving energy and/or missing either plants, animals, or soil

[Return to Quadrant View](#)

Respectful classroom management and organization; rules, procedures, and behavior expectations are created with/by students and are evident and posted [HLP 9]

K–3 Examples

- **Rules/Behavior Expectations:** When the teacher uses proximity or facial expression to address misbehavior, it is easy to see a connection from student recognition to redirection.
- **Procedures:** Classroom helpers know their roles and support classroom processes with such tasks as passing out papers, collecting supplies, and putting away manipulatives.

K–3 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 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 [\[HLP 7\]](#)

K–3 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.

K–3 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 that 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 [\[HLP 15\]](#)

K–3 Examples

- **Symbols/Pictures:** Under the category of “Action” with a picture of a clapper and starburst, is the word “leap” or “lunge” that has a picture of a person jumping forward. This support helps students by making it easier to find a word, read it, and make a connection to its meaning.
- **High Frequency/Key Vocabulary:** In 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 can look up easily to use it, and the instructor prompts students to use it during writing activities.

K–3 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 and/or in small font.

[Return to Quadrant View](#)

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

[\[HLP 15\]](#)

K–3 Examples

- **Manipulatives:** A cupboard or bin that is labeled and contains objects for grouping and counting, such as base blocks and plastic chips, that students can easily access.
- **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.

K–3 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 book offers, etc.
- **Diverse Examples:** Diversity in race, ethnicity, and culture are excluded from images presented when studying the people within the community and region.

[Return to Quadrant View](#)

Effective and efficient transitions between activities [\[HLP 18\]](#)

K–3 Examples

- **Efficient:** When moving from desks/tables to a carpeted area, students are able to make the transition and be ready to learn without wandering around and having prolonged side conversations.
- **Effective:** After being asked to get out a notebook and a pencil, there are very few examples of students either not having these materials, not being able to retrieve materials, or not paying attention.
- **Engaging:** Students can talk and listen to music without significantly distracting from the transition.

K–3 Non-Examples

- **Efficient:** During a move from desks/tables to a carpeted area, students wander off and have side conversations for a prolonged period of time before being ready to learn.
- **Effective:** After being asked to get out a notebook and a pencil, there are many examples of students either not having these materials, not being able to retrieve materials, or not paying attention.
- **Engaging:** After the teacher asks the students to transition, the teacher allows students to get distracted rather than facilitating the transition as another opportunity to enjoy learning.

[Return to Quadrant View](#)

Instructional Practices “The What”

Demonstration (I do): 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 [\[HLP 16\]](#)

K–1 Examples

- **Explains:** Before handing out tablets, the teacher shows the students how to navigate to a reading app while using descriptive phrases such as “on the top” and “above the red balloon.” [K.W.6]
- **Shows/Tells:** The teacher helps students to learn how to use the table of contents and glossary by using a document camera to accompany the explanation. [1.RI.5]
- **Comprehensible:** Before reading a poem with students, the teacher points to a group of words and prompts them to listen for some sounds that are repeated in that group of words. [1.RL.10]
- **Explicit/Systematic:** When showing the class how to look through a book and read it to form an opinion, the teacher gives clear instructions for looking at the pictures and thinking about how the story makes us feel. [K.W.7]
- **Frontloads:** Before reading a non-fiction story, the teacher talks about what they will be paying attention to in the story to prompt answering questions that will come after the story. [K.W.8]

K–1 Non-Examples

- **Explains:** The teacher helps students to learn how to use a reading app on a tablet by showing the students what to do, while saying, “you will go here” instead of phrases like, “to the top” or “under the red balloon.”
- **Shows/Tells:** The teacher explains the table of contents and glossary without showing examples that students can easily see.
- **Comprehensible:** The teacher points to a group of words in a story tells students that the author is repeating things because it’s fun to repeat things.
- **Explicit/Systematic:** The teacher goes through a pile of books and asks the students what they like and what they do not like about the books.
- **Frontloads:** The teacher reads a story and then asks questions about the story.

2–3 Examples

- **Explains:** Before introducing a new graphic organizer for organizing the sequence of events, the teacher first explains why understanding sequence is important to plot, to appreciate the story, and how the organizer will help to understand the sequence. [3.W.3a]
- **Shows/Tells:** The teacher helps students learn how to use a new outline format for writing opinion pieces, by using a document camera to show where the students will list reasons [3.W.1a]
- **Comprehensible:** While explaining a new outline format, the teacher connects paraphrases writing terms by saying something like, “For our conclusion, we use something called a concluding statement to clearly make the connection between our reasons and our opinion.” [2.W.1]
- **Explicit/Systematic:** While showing the class how to choose from a list of temporal words to complete sequence phrases, the teacher does not omit any steps that might cause confusion for some students and provides the steps at a pace that most students follow correctly. [2.W.3]
- **Frontloads:** Before a lesson where students will introduce a new story character using descriptive details, the teacher asks students to close their eyes, imagine some popular story characters, and think about how they would describe what they look like and how they act [3.W.3a]

2–3 Non-Examples

- **Explains:** Instead of beginning the lesson by explaining why sequencing is important and how the organizer will facilitate understanding, the instructor goes right into showing students how to use the organizer.
- **Shows/Tells:** Rather than using illustration to support the explanation, the instructor relies only on the explanation

of process to gain understanding.

- ❑ **Comprehensible:** While explaining a new outline format, the teacher only uses the writing terminology by saying something like, “We conclude our piece with a concluding statement.”
- ❑ **Explicit/Systematic:** While showing the class how to choose from a list of temporal words to complete sequence phrases, the teacher omits critical steps that cause confusion for some students and provides the steps at a pace that some students follow incorrectly.
- ❑ **Frontloads:** Rather than making a connection to prior learning, the teacher begins a lesson of writing to introduce a new story character using descriptive details, by telling students they will need two details and giving them examples.

[Return to Quadrant View](#)

Shared Experiences (We do - You help): whole group/small/flexible group modeling [HLP 15/17]

K–1 Examples

- **Scaffolding:** After introducing the class to the blend, "bl-," the teacher practices the sounds in isolation and then together before gradually blending the sound inside ccvc words. [1.WF.3a]
- **Monitors/Adjusts:** After seeing that several students are having trouble blending the whole word from its isolated parts, the teacher adds a scaffold by blending parts of the whole word together before trying the whole word. [1.WF.3a]
- **Supports:** The teacher notices that some students are simply listening during blending practice rather than following the teacher's hand placement on the word and uses verbal cues to reset the students' attention. [1.WF.3a]

K–1 Non-Examples

- ❑ **Scaffolding:** After introducing the class to the blend, "bl-," the teacher practices ccvc whole words with the bl-sound inside of it.
- ❑ **Monitors/Adjusts:** Despite several students having trouble blending the whole word from its isolated parts, the teacher continues trying more words in the hope that more repetitions will solve the issue.
- ❑ **Support:** The teacher only relies upon choral responses to indicate that students are gaining understanding, overlooking that some students are parroting rather than processing for understanding.

2–3 Examples

- **Scaffolding:** Before spelling three-syllable words with the silent e, the instructor begins by reviewing one-syllable and then two-syllable, silent-e words. [3.WF.3d]
- **Monitors/Adjusts:** After seeing that several students are having trouble making the transition between two-syllable and three-syllable words with the silent e, the instructor goes back and focuses on syllabication between two-syllable and three-syllable words without the silent e before reintroducing three-syllable words with silent e. [3.WF.3d]
- **Supports:** When the teacher notices that some students are not following the prompt of placing the hand on the word, the teacher uses verbal cues and proximity to reset the student's attention to the prompt. [3.WF.3d]

2–3 Non-Examples

- ❑ **Scaffolding:** Instead of beginning by reviewing one-syllable and then two-syllable, silent-e words, the instructor begins with three-syllable, silent-e word practice.
- ❑ **Monitors/Adjusts:** Although several students are having trouble making the transition between two-syllable and three-syllable words with the silent e, the instructor either does not notice or does not adjust instruction. [3.WF.3d]

- **Supports:** Although some students are not following the prompt of placing the hand on the word, the teacher does not introduce any instructional supports to recue or facilitate the process. [3.WF.3d]

[Return to Quadrant View](#)

Guided Practice (We do - I help): small group, 1-1 with minimal guidance; for fluency and transfer of new learning with support and problem-solving [\[HLP 6/22\]](#)

K–3 Examples

- **Students in Charge of Learning:** To show that they are evaluating answer choices, students are able to choose between previously learned techniques such as marking keywords, crossing out bad choices, using smiley/frowny faces, etc. [SL.2]
- **Practice for Fluency:** After working with students to show them a new way to evaluate answer choices by marking each choice with a keyword, the teacher supports students through guided and independent practice until most students appear to have skill mastery and before moving to the next task. [SL.2]
- **Collect Evidence of Learning:** While students are evaluating answer choices, the teacher is looking at the progress and accuracy of many students to see if reteaching/revisions are necessary or if fluency practice should continue. [SL.2]
- **Problem-Solving:** The teacher sees that when students cross out choices as they read, rather than reading and considering all answer choices first, they tend to be less effective. This observation is shared with students. [SL.2]

K–3 Non-Examples

- **Students in Charge of Learning:** Despite students enjoying and effectively using smiley/frowny faces to evaluate question-answer choices, the teacher requires all students to use slash marks for undesirable choices instead.
- **Practice for Fluency:** After working with students to show them a new way to evaluate answer choices by marking each choice with a keyword, 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 notice that when students cross out choices as they read, rather than reading and considering all answer choices first, they tend to be less effective. This process issue is not shared with students.

[Return to Quadrant View](#)

Independent Practice (You do): time provided for mastery [HLP 6/22] _____

K–3 Examples

- **Evaluates:** During the first part of independent practice, the teacher is noting how many students are performing the assigned task correctly and accounting for lesson timing. [RI.10]
- **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. [RI.10]
- **Coaches:** During independent practice, the teacher sees five students having trouble transitioning from reading the informational text to answering the questions. The teacher calls those five students with their materials to the back table so they can read the story together and process the questions with questioning and cueing strategies. [RI.10]
- **Assists as Needed:** While helping students who need extra support, the teacher notices that several students have put away their independent practice reading passage before answering the questions on the second page, so the teacher re-cues students to the second-page questions. [RI.10]

K–3 Non-Examples

- **Evaluates:** During the first part of independent practice, rather than evaluating lesson timing and student progress, the teacher is answering emails or preparing for the next lesson.
- **Modifies and Adjusts:** During the first part of independent practice, the teacher does not notice that the number of students effectively completing the task is below expectation, so no action is taken to modify or adjust instruction to support learning.
- **Coaches:** During independent practice, when the teacher notices that some students are having trouble transitioning from reading the informational text to answering the questions, they urge those students to stick with it and keep trying.
- **Assists as Needed:** The teacher does not actively participate in scanning and proximity during independent practice and misses opportunities to observe and intervene.

[Return to Quadrant View](#)

Culmination; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal) [\[HLP 6\]](#)

K–1 Examples

- **Reviews Learning Targets:** At the end of a lesson when students made a picture representing their favorite book and compared their opinions with other students, the instructor reviewed how to respect similarities and differences of opinion. [K.W.1 / K.C1]
- **Formative Assessment:** As students were comparing their opinions about their favorite books with other students, the teacher went around to ask group members what was similar and different about their opinions, and the whole group was given an opportunity to share similarities and differences. [K.W.1 / K.C1]
- **Summative Assessment:** At the end of a unit in which students were guided through several topics to form opinions, the instructor guided students through ten yes/no questions about sharing, comparing, and respecting opinions. [K.W.1 / K.C1]
- **Self-Reflection:** At the end of the lesson, students use a feelings chart to indicate how they felt about taking turns sharing and making decisions together, as opposed to everyone talking at once and making decisions outside of the group. [K.C1.2]

K–1 Non-Examples

- **Reviews Learning Targets:** At the end of the lesson, the instructor moves on to the next activity rather than collecting information to understand or synthesize the learning.
- **Formative Assessment:** After completing the lesson, it was not evident that the instructor ever used informal or formal assessment to determine whether students were meeting their learning outcomes to adjust instruction or provide support.
- **Summative Assessment:** At the culmination of a unit, either the instructor does not use summative assessment to determine student outcomes, or there are elements in the state standards that were not addressed on the assessment.
- **Self-Reflection:** At the end of a lesson that included self-regulation in connection to state standards, students were not asked to reflect on how it made them feel.

2–3 Examples

- **Reviews Learning Targets:** With a few minutes left in the scheduled lesson time, the teacher reviews the writing lesson objectives for using linking words to connect reasons to their opinions of why people should save or spend money. [2.W.1 / 2.EI.2]
- **Formative Assessment:** The teacher asks students to use a fist-of-five response to relay their comfort level in using linking words for connecting reasons to opinions. The teacher not only takes note of responses for support during writing check-in time but assigns each student to read their opinion piece for spending and saving money and to explain their learning outcome to someone at home. [2.W.1 / 2.EI.2]
- **Summative Assessment:** At the end of a unit for writing an opinion piece, students compose an argument from a prompt that will be evaluated by a rubric. [3.W.1]
- **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. [3.EI.1]

2–3 Non-Examples

- **Reviews Learning Targets:** At the end of the lesson, the instructor moves on to the next activity, rather than

collecting information to understand or synthesize the learning.

- ❑ **Formative Assessment:** After completing the lesson, it was not evident that the instructor ever used informal or formal assessment to determine whether students were meeting their learning outcomes to adjust instruction or provide support.
- ❑ **Summative Assessment:** At the culmination of a unit, either the instructor does not use summative assessment to determine student outcomes, or there are elements in the state standards that were not addressed on the assessment.
- ❑ **Self-Reflection:** While students charted what they know and what they want to know on a KWL Chart, the lesson ended without charting what they have learned.

[Return to Quadrant View](#)

Monitoring and adjusting student learning; engagement; interactions; uses, gives immediate and specific feedback effectively [\[HLP 22\]](#)

K–3 Examples

- **Teacher Engagement:** While students are creating and/or testing cup and string phones, the teacher is actively watching students’ progress and listening to their conversations. [K.P2] [1.P2U1.2] [3.P2U1.2]
- **Teacher Interactions:** While students are creating and/or testing cup and string phones, the teacher is walking amongst students, and students are receptive to the teacher’s presence and feedback [K.P2] [1.P2U1.2] [3.P2U1.2]
- **Responsive:** The teacher hears a student say, “I can’t hear…” or “It’s not working…” 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. [K.P2] [1.P2U1.2] [3.P2U1.2]
- **Immediate-Specific Feedback:** As students are decorating their cup and string phones with sound vocabulary words, the teacher is looking for opportunities for positive narration that are specific to the creative choices of individuals and groups. The teacher addresses the whole group with these specific narrations where helpful to others during the creative process. [K.P2] [1.P2U1.2] [3.P2U1.2]

K–3 Non-Examples

- ❑ **Teacher Engagement:** While students are creating and/or testing their cup and string phones, the teacher is not watching students’ progress or listening to their conversations.
- ❑ **Teacher Interactions:** While students are creating and/or testing their cup and string phones, the teacher is talking to another teacher or cleaning up a part of the room
- ❑ **Responsive:** As a student is having trouble creating and/or testing their cup and string phones, the teacher does not see the student struggling to manage frustration, and the student ends up throwing the cup on the ground
- ❑ **Immediate-Specific Feedback:** As students are creating and/or testing their cup and string phones, 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 [\[HLP 14\]](#)

K–1 Examples

- **Plans/Asks Questions:** In a lesson about how our eyes can see light from far away, the teacher guides students through Think-Pair-Share questions and an activity for seeing light and looking at our pupils. [K.P2U1.1]
- **Creative Activities:** Students are given pictures of different animals without the eyes drawn on the pictures and missing word(s) in sentences such as, “I can see in the dark” or “I can see far.” After being told about details of when and where the animal is active, students are asked to draw the eyes and fill in the missing word(s). [K.L1U1.7]
- **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. [SL.1]

2–3 Examples

- **Plans/Asks Questions:** In a lesson about eyes, the teacher not only begins by showing students how objects, colors, and gloss finishes reflect light and color differently but also asks students to Think/Pair/Share about why this happens. [3.P2U1.1]
- **Creative Activities:** With clay and paints with different glosses, students create and catalog objects that would be on a spectrum of easy or difficult to find in the dark. [3.L1U1.6]
- **Adequate Wait Time:** During Think/Pair/Share, the teacher gives students 20 seconds to think about a question and 40 seconds to share with a partner before offering conversation within the whole group. [SL.1]

K–3 Non-Examples

- **Plans/Asks Questions:** Rather than something like a Think-Pair-Share exercise, students are told about how people see light.
- **Creative Activities:** Rather than creating something that helps students experience the sense of light and allows the instructor to assess understanding, the teacher relies upon answering questions on paper.
- **Adequate Wait Time:** During Think/Pair/Share, the teacher gives students 5 seconds to think about a question and 10 seconds to share with a partner before offering conversation within the whole group. [SL.1]

[Return to Quadrant View](#)

Student Interactions “The How”

Students thinking, listening, speaking, reading, writing, sharing, discussing [\[HLP 12\]](#)

K–1 Examples

- **Listening/Thinking:** Students watch a brief skit about the different ways that people can volunteer in their community and then are asked to talk to their seat partner about why volunteering is important. [1.C3.3]
- **Speaking/Sharing:** Students watch a brief skit about the different ways that people can volunteer in their community and then are asked to talk to their seat partner about why volunteering is important. [1.C3.3]
- **Reading:** From a list of keywords that represent volunteerism, students draw a picture illustrating that word related to volunteering. [1.C3.3]
- **Writing:** Under each picture, students write a keyword from a word bank that matches the picture as it relates to volunteerism. [1.C3.3]

K–1 Non-Examples

- **Listening/Thinking:** In silence, students look at pictures that show people volunteering.
- **Speaking/Sharing:** Students watch a video about people volunteering but then are not provided the opportunity to share their thoughts about what they just watched.
- **Reading:** The teacher reads a story about volunteering to students.
- **Writing:** After students watch a video about volunteering, they pack up and leave for the day

2–3 Examples

- **Listening/Thinking:** Students watch a brief skit about how people work together to solve problems and then are asked to talk to their seat partner about how this makes our world a better place to live. [2.C4.1]
- **Speaking/Sharing:** Students watch a brief skit about how people work together to solve problems and then are asked to talk to their seat partner about how this makes our world a better place to live. [2.C4.1]
- **Reading:** Students are asked to match a group problem to a group solution, from a list of each. [2.C4.1]
- **Writing:** From a list of group problems, students are asked to write about the possible solutions to each before looking to see how actual solutions match up. [2.C4.1]

2–3 Non-Examples

- **Listening/Thinking:** Students are given a brief period of time to read about group problems and solutions.
- **Speaking/Sharing:** Students are given a brief period of time to read about group problems and solutions.
- **Reading:** The teacher reads a story about group problem-solving to students.
- **Writing:** After students watch a video about group problem-solving, 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 [\[HLP 19\]](#)

K–1 Examples

- **Note-Taking:** Before learning about how animals and plants are classified into different groups, students are given a paper template of a vocabulary presentation that includes images with a vocabulary word that is missing the vowels and vowel sounds below each. As the teacher describes each slide image and vocabulary word, the students complete the vocabulary word with the vowels and vowel sounds from the slideshow on their vocabulary template. [1.L4U1.10]
- **Research:** After a vocabulary presentation that groups different animals and plants by classification, students are given animal and plant books to find and add animals and plants to the classification groups. [1.L4U1.10]
- **Construction/Composition:** Students create and name a new animal with similar characteristics to add to each classification group. [1.L4U1.10]
- **Assistive Technology/Multimedia:** Students are able to review electronic resources with the aid of assistive technology, such as text enlargement, text-to-speech, speech-to-text, word prediction, e-image dictionaries, etc.

2–3 Examples

- **Note-Taking:** Before learning about different weather conditions, students are given a paper template of a vocabulary presentation that includes images with a blank line below each. As the teacher describes each slide image and vocabulary word, the students write the vocabulary word from the slideshow on their vocabulary template. [2.E1U2.6]
- **Research:** Students are directed to a website that shows how people adapt to different weather conditions and to fill in blanks next to the weather conditions on their vocabulary presentation template in a problem-solution format.
- **Construction/Composition:** Students choose one type of weather, write about an invention for a new way to cope with that weather, and illustrate the invention.
- **Assistive Technology/Multimedia:** Students are able to review electronic resources with the aid of assistive technology, such as text enlargement, text-to-speech, speech-to-text, word prediction, e-image dictionaries, etc.

K–3 Non-Examples

- **Note-Taking:** Students watch and listen to a vocabulary presentation to learn about animal and plant classification.
- **Research:** Students watch and listen to a vocabulary presentation to learn about animal and plant classification.
- **Construction/Composition:** Rather than progressing to a deeper level of knowledge, students remain at the identification level of understanding.
- **Assistive Technology/Multimedia:** Students are not able to review electronic resources with the aid of assistive technology such as text enlargement, text-to-speech, speech-to-text, word prediction, e-image dictionaries, etc.

[Return to Quadrant View](#)

Students are goal setting; ongoing use of self-assessments, formative assessments, and reflections [\[HLP 14\]](#)

K–1 Examples

- **Goal Setting:** After the teacher shows some present-day images of Arizona’s aqueduct (water channel) system, students talk about what they want to learn about the channel system. [K.H1.1]
- **Self-Assessment:** After the teacher explains what we use water channels for, students compare and evaluate their guesses with the teacher’s explanation. [K.H1.1]
- **Formative Assessment:** After students learn that the Hohokam tribe channeled water in early Arizona history, they color an image to show water flowing from a lake to where people live. They use the activity feedback to color the water flow on a phoenix map between the Agua Fria and Salt Rivers and the city areas. [K.H1.1]
- **Reflection:** After students have learned about Arizona’s water channels, the teacher gives them time to think and talk about whether their questions were answered and if they developed new questions. [K.H1.1]

K–1 Non-Examples

- **Goal Setting:** Students are introduced to a lesson about water channel systems, but they are not given the opportunity to consider what they would like to learn about.
- **Self-Assessment:** After the teacher explains how we use water channel systems, students are not given the opportunity to evaluate their guesses.
- **Formative Assessment:** After students complete their water flow map, they are not guided to check what they have learned or to apply it to future opportunities for learning.
- **Reflection:** After learning about water channels, students are not guided to reflect or make learning connections.

2–3 Examples

- **Goal Setting:** After a primer about the different Native American tribes in Arizona, students talk through what they already know and what they want to learn more about. [3.H1.1]
- **Self-Assessment:** After predicting which sounds came from which instruments, student compare their predictions to the correct answers to see how they did. [3H1.1]
- **Formative Assessment:** After receiving teacher feedback on their community scene, students use the teacher feedback to revise the scenes to include all necessary components and to represent the community scene accurately. [3H1.1]
- **Reflection:** After learning more about the geographic locations and interactions of different Native American tribes in Arizona, students talk through what they notice, if it was what they expected, and what they still might want to learn more about. [3.G1-2]

2–3 Non-Examples

- **Goal Setting:** Students learn about the different Native American tribes in Arizona without being given time to process what they might want to learn about.
- **Self-Assessment:** After predicting which sounds came from which instruments, students are not given the time or opportunity to compare their predictions to the correct answers to see how they did.
- **Formative Assessment:** Students create a Native American community scene without teacher feedback or without being able to make adjustments and to incorporate feedback in the final product.
- **Reflection:** After learning more about the different Native American tribes in Arizona, students are not given the opportunity to talk through what they learned, whether it was what they expected to learn about, and what they still might want to learn more about.

Students interact in guided practice, projects, conferencing, collaborating, community, personal coping skills and strategies; are in charge of learning together [HLP 9](#)

K–1 Examples

- **Peer Projects:** In collaborative groups, students use conjunctions to connect education and skills to the different occupations they learned about [1.L.1] [1.E1.1]
- **Conferring:** Students confer with family members so they can share some of their family members' education, skills, and jobs with their small groups. [1.SL.1] [1.E1.1]
- **Collaborating:** After students decide how they will each contribute to a collage showing people in different jobs, students work together to put the collage together for display. [1.SL.1] [1.E1.1]
- **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 on their learning goals and outcomes. It is evident that this is a part of classroom management and coaching. [1.SL.1]

2–3 Examples

- **Peer Projects:** In collaborative groups, students use a list of subordinating and coordinating conjunctions to connect education and skills to the different occupations they learned about [3.L.1] [1.E1.1]
- **Conferring:** Students confer with family members so they can share some of the jobs that family members have done to make and save money. [3.SL.1] [3.E1.2]
- **Collaborating:** After students decide how they will each contribute to a collage showing people in different jobs, students work together to put the collage together for display. [3.SL.1] [3.E1.2]
- **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 on their learning goals and outcomes. It is evident that this is a part of classroom management and coaching [3.SL.1]

K–3 Non-Examples

- **Peer Projects:** Students are making something independently; when working together would leverage cooperative skills, and sharing perspectives would leverage the project and learning outcome.
- **Conferring:** Students are not allowed to have any discussion during class to check for peer understanding or after class to connect learning as a family and community activity.
- **Collaborating:** Students are making something independently; when working together would leverage cooperative skills, and sharing perspectives would leverage the project and learning outcome.
- **Personal Coping Skills/Strategies:** When disagreements or frustrations may arise during group work, it is evident that students have not been coached and are not being coached on such things as compromise, mediation, and outreach.

Students independently practice for personal mastery; planning; choice; autonomy; visualization; manipulation of learning [\[HLP 14\]](#)

K–1 Examples

- **Plans Learning:** When students are given two similarly spelled words, the teacher asks questions about how they might compare the words and their letters and how they might make it easier to find the different parts whenever they look at the words. [K.RF.3d]
- **Makes Choices:** Students can choose to mark the differences in similarly spelled words with different writing tools and by marking over, circling, or underlining the different parts. [K.RF.3d]
- **Generalizes Learning:** Students are guided through using their experience about how different writing tools work with different ways of marking things, and they apply that experience toward marking the spelling difference in two similarly spelled words. [K.RF.3d]
- **Uses Visualization:** Students are guided through imagining what happens when they draw a line or a circle using different writing tools, to mark the differences in two similarly spelled words. [K.RF.3d]

K–1 Non-Examples

- **Plans Learning:** When students are given two similarly spelled words, the teacher guides them through using a pencil to underline the differences in the words without engaging the students in questioning. [K.RF.3d]
- **Makes Choices:** When students are given two similarly spelled words, the teacher guides them through using a pencil to underline the differences in the words without allowing students to choose their marking tool or style. [K.RF.3d]
- **Generalizes Learning:** When students are given two similarly spelled words, the teacher guides them through using a pencil to underline the differences in the words without a connection between prior learning and making a choice. [K.RF.3d]
- **Uses Visualization:** When students are given two similarly spelled words, the teacher guides them through using a pencil to underline the differences in the words without first imagining how the process will go. [K.RF.3d]

2–3 Examples

- **Plans Learning:** Being given the choice of either a vertical or horizontal organizer for recording r-controlled vocabulary words, students ask questions about how many words and how long the words will be, before making their choice. [2.RF.3]
- **Makes Choices:** Being given the choice of either a vertical or horizontal organizer for recording r-controlled vocabulary words, students make the choice based on the size of the board, space needed, and preference. [2.RF.3]
- **Generalizes Learning:** When students are sharing their thoughts of using either a vertical or horizontal organizer for recording vocabulary words, they compare the size of the words and the size of the spaces with their past experience. [2.RF.3]
- **Uses Visualization:** Before choosing a vertical or horizontal organizer to record vocabulary words, students imagine which format will provide more space and look nicer for the words they will be organizing. [2.RF.3]

2–3 Non-Examples

- **Plans Learning:** The teacher plans for students to record r-controlled words into a horizontal graphic organizer without allowing students to engage in the planning process.
- **Makes Choices:** The teacher chooses students to record r-controlled words into a horizontal organizer without allowing students to make the choice.
- **Generalizes Learning:** The teacher guides students through recording r-controlled words into a horizontal graphic

organizer without allowing students to connect prior learning to making a choice.

- ❑ **Uses Visualization:** The teacher guides the students through recording r-controlled words into a horizontal graphic organizer without first allowing students to imagine how each will work.

[Return to Quadrant View](#)

Student perform; present; read/write; authentic audience/purpose [HLP 21] _____

K–1 Examples

- **Presentation Plan:** When student groups act out scene of a historical figure, it is evident that they coordinated who was going to take what role, what the actions should be, and in what order the actions should be presented [1.H4.1]
- **Speaking/Reading/Writing:** As student groups act out their scene of a historical figure, students guess when keywords are acted out. When guessed correctly, the group posts the keyword on the magnet board. [1.H4.1] [1.SL.2]
- **For an Audience:** When groups act out their scene of a historical figure, if students are unable to guess the keywords they are portraying, they act out the keyword in a different way that might help students guess the word correctly. [1.H4.1]
- **For a Purpose:** When groups act out their scene of a historical figure, it is evident that they are acting out their keywords for the learning outcome, so students can make the connection between their figure and why they are important. [1.H4.1]

K–1 Non-Examples

- ❑ **Presentation Plan:** When student groups act out their scene of a historical figure, some group members are unsure what they should be doing and in what order.
- ❑ **Speaking/Reading/Writing:** As student groups act out their scene of a historical figure, there is not an evident connection to literacy beyond speaking.
- ❑ **For an Audience:** When groups act out their scene of a historical figure, if students are not able to guess the keywords they are portraying, they act just wait until someone guesses the word correctly.
- ❑ **For a Purpose:** When groups act out their scene of a historical figure, the group members do not act out keywords for the learning outcome and the connection between their figure and why they are important.

2–3 Examples

- **Presentation Plan:** When student groups present their Arizona geographic landform to the class, they have organized which slides each student will talk about. [3.G1.1]
- **Speaking/Reading/Writing:** As student groups present their Arizona geographic landform to the class, students record three reasons why the landform is significant, and the audience is allowed to ask clarifying questions at the end of the presentation. [3.G1.1] [3.SL.2]
- **For an Audience:** While student groups present their Arizona geographic landform to the class, they pause when they see that students are still recording a reason why the landform is significant, before moving to the next slide [3.G1.1]
- **For a Purpose:** When student groups present their Arizona geographic landform to the class, it is evident that they are presenting, for the learning outcome, to explain why the Arizona landforms are significant. [3.G1.1]

2–3 Non-Examples

- **Presentation Plan:** When student groups present their Arizona geographic landform to the class, one group member speaks through the whole presentation while the others interject when they have something to say.
- **Speaking/Reading/Writing:** Some of the Arizona landform presentations only include pictures, students do not have notes for reference, the audience is not engaged in participation, etc.
- **For an Audience:** While student groups present their Arizona geographic landform to the class, there are such

issues and rapid speech, mumbling, lack of pausing when necessary, etc.

- **For a Purpose:** When student groups present their Arizona geographic landform to the class, it is not evident that they are presenting for the learning outcome, to explain why the Arizona landforms are significant.

[Return to Quadrant View](#)

Students participate in higher-order thinking and in a variety of learning modalities; show learning through physical action [\[HLP 21\]](#)

K–1 Examples

- **Art:** Students create and decorate their own sunglasses by pasting shaded plastic film to cardboard frames. [K.P2U1.1]
- **Music:** While decorating their sunglasses with pictures and the word “sun,” students sing the Light and Dark song. [K.P2U1.1]
- **Physical Movement:** While students are testing sunglasses under the awning in the courtyard, they are dancing while they lift the glasses and put them down, to the Light and Dark song. [K.P2U1.1]
- **Drama:** Students act like light waves, traveling through the air and bouncing off objects to show how we see light. [K.P2U1.1]

K–1 Non-Examples

- **Art:** Rather than creating something to show how people sense light, students only listen to a book about how people sense light.
- **Music:** Rather than helping students to learn how light works with the aid of music, students only listen to their teacher talk about it.
- **Physical Movement:** Rather than helping students learn how light works with the aid of movement, students only watch a video about how we sense light.
- **Drama:** Rather than using performance to help students feel how light travels to our senses, the class only looks at pictures of light waves.

2–3 Examples

- **Art:** Students experiment with mixing colors together in different patterns to show how shades of color seem to change based on light and background. [3.P2U1.1]
- **Music:** While experimenting with colors and light, students sing along with the Different Colors song. [3.P2U1.1]
- **Physical Movement:** Students try different shades of light and color backgrounds in different parts of the room to see how their base colors appear to change. [3.P2U1.1]
- **Drama:** Students act like different light waves, traveling through the air and bouncing off objects to show how we see light. [3.P2U1.1]

2–3 Non-Examples

- **Art:** Rather than experimenting with paint colors and patterns, students look at color swatches to learn how we perceive color with light and background. [3.P2U1.1]
- **Music:** Rather than using music to help students learn about how we perceive color in different light and backgrounds, students only listen to their teacher talk about it.
- **Physical Movement:** At their seats, students try different shades of light and color backgrounds to see how their base colors appear to change.
- **Drama:** Rather than using performance to help students feel how different light waves travel to our senses, the class only looks at pictures of light waves.

Student Engagement “The Why”

Students are engaged in highly motivating, real-world experiences and/or issues [\[HLP 18\]](#)

K–1 Examples

- **Highly Motivating:** Using a set of interlocking bricks and materials, students contribute pieces toward models that demonstrate balance, pushing, pulling, direction, and speed. [1.P3U1.3]
- **Real-World:** As the teacher relates physics to common activities, such as balance with sports and pushing with construction, students practice writing keywords such as “push,” “pull,” and “speed” under the related images. [1.P3U1.3]
- **Social Justice/Civic Issues:** While talking about cars and how fast they can go, the teacher infuses the lesson with a discussion of why we have speed limits. [1.P3U1.3] [1.C1.1]
- **Culturally Responsive:** While discussing physics-related construction, the teacher infuses the lesson with the connection to why we have protected lands. [1.P3U1.3] [I.G2.1]

K–1 Non-Examples

- **Highly Motivating:** With a conversational tenor, the teacher tells students about such concepts as balance, pushing, pulling, direction, and speed with images and hand gestures.
- **Real-World:** The teacher guides students through writing keywords such as “push,” “pull,” and “speed” underneath abstract image representations using arrows and stick figures.
- **Social Justice/Civic Issues:** While talking about cars and how fast they can go, the teacher does not take the opportunity to guide students through a discussion of why we have speed limits.
- **Culturally Responsive:** While talking about physics-related construction, the teacher does not make a connection to a discussion of why we have protected lands.

2–3 Examples

- **Highly Motivating:** For field research, students are guided around the zoo (or wildlife area) to record animal behaviors and survival adaptations, before developing models in the classroom. [3.L1U1.5]
- **Real-World:** After students collected field research around the zoo (or wildlife area), they developed 3D models to explain the various functions of behaviors and survival adaptations. [3.L1U1.5]
- **Culturally Responsive:** Using indigenous people as an example, the teacher infuses the lesson with a connection between animal adaptations and our shared responsibility to help sustain the ecosystem. [3.L1U1.5] [3.C3.1]
- **Social Justice/Civic Issues:** While talking about animal adaptations, the teacher infuses the lesson with a discussion about protected species. [3.L1U1.5] [3.C3.1]

2–3 Non-Examples

- **Highly Motivating:** For research, students look through animal books before drawing pictures about animal behaviors and animal adaptations.
- **Real-World:** After book research, students draw 2D models to show animal adaptations.
- **Culturally Responsive:** While talking about animal adaptations, the teacher does not make the connection to our responsibility to the ecosystem.
- **Social Justice/Civic Issues:** While talking about animal adaptations, the teacher does not make the connection to protected species.

Students engaged in meaningful, challenging, relevant activities; evidence of self-determined learners [\[HLP 18\]](#)

K–1 Examples

- **Meaningful:** With guidance and support, students choose two words from a word list to complete a cloze sentence about why one of three books that was just read to them, is their favorite book. [K.W.1]
- **Relevant:** Before students begin writing their opinion pieces, the teacher guides students through a discussion about how important it is to use reasons to develop feelings and how important it is to respect other people’s feelings and reasons. [K.W.1] [K.C1.3]
- **Challenging:** Students have their cloze sentences and word lists differentiated so that three tiers of complexity for words and sentences correspond to three tiers of student groups for literacy development. [K.W.1]
- **Self-Determined/Self-Monitoring:** After writing an opinion about their favorite book, students share and listen to the reasons why other students chose their books. While they do so, they are re-cued to think about and respond to other opinions in a respectful way. [K.C1.3]

K–1 Non-Examples

- **Meaningful:** With guidance and support, students choose two words from a word list to complete a cloze sentence about why they like a book that was assigned to them.
- **Relevant:** Rather than engaging in developing opinions through intrapersonal and interpersonal skills, students practice stating common opinions that have a looser connection to reasoning, such as favorite colors and foods.
- **Challenging:** All students have one set of word lists to choose from, so students with higher development in literacy find the task mundane and do not learn much, and students with lower development in literacy find the task inaccessible and frustrating.
- **Self-Determined/Self-Monitoring:** Students share and hear other opinions, but rather than being cued or re-cued to respectful thought and response, students are focused on each person stating their opinions before moving to the next person.

2–3 Examples

- **Meaningful:** Students are writing an opinion piece about whether the student council should be able to sell food and beverage choices that kids would want and what those choices should include [3.W.1]
- **Relevant:** After using outlines to develop reasons that support an opinion, students take their outlines to small groups where they are guided through respectful discussion to strengthen their reasons and opinions before writing. [3.W.1]
- **Challenging:** Students are writing an opinion piece about how old you should need to be in order to run for Governor of Arizona. The writing expectations are differentiated on three levels based on literacy development in order to retain challenge and avoid frustration. [3.W.1] [3.C3.1]
- **Self-Determined/Self-Monitoring:** In writing an opinion piece about using animals in our food supply, students have a grading rubric that clearly shows requirements and choices. Students are using that rubric to plan and guide their writing. [3.W.1]

2–3 Non-Examples

- **Meaningful:** Students are writing an opinion piece about what a new rule should be in baseball.
- **Relevant:** Rather than engaging in developing opinions through intrapersonal and interpersonal skills, students practice stating common opinions that have a looser connection to reasoning, such as favorite colors and foods.
- **Challenging:** Everyone has the same writing expectations on their opinion piece, so students with higher development in literacy find the task mundane and do not learn much, and students with lower development in

literacy find the task inaccessible and frustrating.

- ❑ **Self-Determined/Self-Monitoring:** In writing an opinion piece about using animals in our food supply, students have not been given a guide for choices and writing requirement that they can refer to as a writing guide.

[Return to Quadrant View](#)

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

[\[HLP 18/21\]](#)

K–1 Examples

- **Culture:** After learning about some popular holidays and where they come from, students compare them to holidays and traditions they still celebrate. [K.H4.1]
- **Background Knowledge:** As a precursor to the lesson, the teacher gives students a series of images showing climate and weather, which they match to other images showing animals, plants, shelters, and clothing. As the teacher guides students through making connections to past experiences of temperature, weather, and clothing, students are given time to re-evaluate their choices. [K.E1U1.4]
- **Strengths:** To investigate earth materials, students can contribute to their group in various ways, from collecting materials from the playground to labeling the material to displaying and presenting the collection to the class. [1.E1U1.5]
- **Needs:** Before a unit about important holidays, students choose three holidays from a list, to write into the Want-to-Know column. [1.H4.1]

K–1 Non-Examples

- ❑ **Culture:** After learning about some popular holidays and where they come from, the teacher does not guide them in making the connection to the holidays and traditions they celebrate.
- ❑ **Background Knowledge:** As the teacher presents the connection between climate and weather to animals, plants, shelters, and clothing, students match the images on a worksheet.
- ❑ **Strengths:** Students are given different earth materials that they label and talk about with each other when they are done.
- ❑ **Needs:** After student's holidays are celebrated, the teacher presents information about important holidays to the class.

2–3 Examples

- **Culture:** After learning about the different cultural regions and related traditions in the world, students use a map to circle the different regions that have traditions they practice culturally. [2.G4.1]
- **Background Knowledge:** To introduce a cause-and-effect chart that students will be using during lessons throughout the year, the teacher first guides students through using the chart in relation to their own past experiences, examining important cause-and-effect relationships in their own lives. [3.SP4.1]
- **Strengths:** Groups are making a stop motion video and clay that shows how erosion happens over time, and students are able to choose from a variety of roles for contribution to the group. [2.E1U1.4]
- **Needs:** At the culmination of a unit on how the sun's energy affects earth's systems, students fill out a chart that lists materials into the categories of Available at School, Available at Home, and Would Have to Purchase (considering cost) before beginning their system diorama. [3.E1U1.4]

2–3 Non-Examples

- ❑ **Culture:** Students learn about a few cultural regions and related traditions in the world, without being given the opportunity to relate to their own cultural regions and traditions.
- ❑ **Background Knowledge:** The instructor begins using a cause-and-effect chart in a history lesson without first exploring the cause-and-effect relationships in student's lives.

- ❑ **Strengths:** Groups are making a stop motion video and clay that shows how erosion happens over time, and students are randomly assigned roles in the group.
- ❑ **Needs:** At the culmination of a unit on how the sun's energy affects earth's systems, students begin their system diorama without first planning what materials they have and what they will need.

[Return to Quadrant View](#)

Students demonstrate learning through planning, thinking, listening, speaking, reading, writing; multimedia; engaged in shared/collaborative learning [\[HLP 11\]](#)

K–1 Examples

- **Planning:** After telling students that they are going outside to observe the life cycle of animals and plants, the teacher guides the students to plan where in the schoolyard they will find the most examples. [1.L1U1.6]
- **Thinking/Listening:** The teacher guides students to use their senses to detect different plants and animals for life cycle examples. [1.L1U1.6]
- **Speaking:** After returning from field study, students pair and share the life-cycle examples they found. [1.L1U1.6]
- **Reading:** After sharing the life-cycle examples from their field study, students form targeted groups and read more about plant and animal life cycles, using leveled e-readers. [1.L1U1.6]
- **Writing:** Students use their leveled readers to complete their accompanying graphics and charts, showing the life cycles of plants and animals. [1.L1U1.6]
- **Multimedia:** Students not only use leveled e-readers to complete charts and graphics, but they also have links to a short video that provides examples of plant and animal life cycles. [1.L1U1.6]
- **Collaborating:** In their targeted reading groups, students follow procedures for respecting both independent and cooperative learning and are provided opportunities to compare and ask questions while completing their life-cycle charts and graphics. [1.L1U1.6]

K–1 Non-Examples

- ❑ **Planning:** The teacher takes students to the playground and tells them to look for examples of animal and plant life cycles without first engaging students in planning where to look.
- ❑ **Thinking/Listening:** Students work independently on their life cycle investigations without engaging in group work or being prompted with questioning or reflection.
- ❑ **Speaking:** Students do not get the opportunity to share, in either the small or whole group setting, about their findings or with questioning.
- ❑ **Reading:** Students conduct an engaging field investigation but do not expand their concept of animal and plant life cycles by reading about other examples.
- ❑ **Writing:** Students conduct an engaging field investigation but are not given the opportunity to synthesize their learning by writing what they are learning about.
- ❑ **Multimedia:** The field study is supported by other examples with images, but the two-dimensional and black-and-white images provided do not allow students to make the connections that color and video would provide.
- ❑ **Collaborating:** Students work independently on their life cycle investigations without engaging in group work or being able to use peer perspectives to make connections beyond what independent work provides.

2–3 Examples

- **Planning:** When student groups are given their materials to investigate water displacement based on mass, they cooperatively plan the order in which they will test and document their objects. [2.P1U1.1]
- **Thinking/Listening:** Students listen to the teacher and group moderator for directions about the process and documentation while conducting their water displacement investigation. [2.P1U1.1]
- **Speaking:** Before writing about the findings of each object and its mass and water displacement, they have the opportunity to talk about what they observed first. [2.P1U1.1]
- **Reading:** Before investigating the water displacement of different objects, students formed targeted groups and

used leveled e-readers to learn what mass is, how we measure it, and the effect of mass. [2.P1U1.1]

- **Writing:** Students record the results of their water displacement investigations using a scientific discovery chart. [2.P1U1.1]
- **Multimedia:** Before investigating the water displacement of different objects, students formed targeted groups and used leveled e-readers to learn what mass is, how we measure it, and the effect of mass. [2.P1U1.1]
- **Collaborating:** Throughout their water displacement investigation, students are encouraged to both talk about their findings with group members and with other groups to see if they found similar results. [2.P1U1.1]

2–3 Non-Examples

- **Planning:** When student groups are given their materials to investigate water displacement based on mass, they begin without planning for roles or processes.
- **Thinking/Listening:** One student is conducting the investigation and dictating the results of the water displacement investigation to other students who hear and record, rather than having a collaborative conversation about the results before recording.
- **Speaking:** One student is conducting the investigation and dictating the results of the water displacement investigation to other students who hear and record, rather than having a collaborative conversation about the results before recording.
- **Reading:** Although the investigation about water displacement is engaging, students are not able to read about mass first to deepen their understanding of the underlying properties of water displacement.
- **Writing:** Only one member of the group is assigned to record the values and observations of the water displacement experiment, for the group.
- **Multimedia:** The learning prior to the water displacement investigation is supported by literacy and imagery. However, the two-dimensional and black-and-white images provided do not allow students to make the connections that color and video would provide.
- **Collaborating:** One student is conducting the investigation and dictating the results of the water displacement investigation to other students who hear and record, rather than having a collaborative conversation about the results before recording.

[Return to Quadrant View](#)

Students' materials, resources, and texts are relevant and suitable to the content and language; social learning outcomes; evidence of self-regulating behaviors [\[HLP 9/11\]](#)

K–3 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 determining character/setting/plot, 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 measuring and recording investigations in science and researching cultures and historical figures.
- **Social Learning Outcome:** There are many opportunities for Social Learning outcomes to overlap with content standards and objectives. Some examples include considering different perspectives, exploring our responsibility to each other and our environment, making economic choices, cooperating and conflicting, and building relationships.
- **Self-Regulation:** Regardless of the core content area, students should be given many opportunities for self-

regulation. Some examples include collaborating with others toward 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.

K–3 Non-Examples

- ❑ **Language Outcome:** Some missed opportunities to incorporate ELA standards into other content areas include 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 a 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 students 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 mining from the perspective of a plant or animal, students can be given a choice about the type of plant or animal, how it might be affected and express itself if the poem 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 [\[HLP 21\]](#)

K–1 Examples

- **50% Student Talk:** In a lesson about fairness, the teacher initiates a series of Think/Pair/Shares with students speaking and listening to each other for five or more minutes in every ten-minute period. [K.C1]
- **Information Processing:** In a lesson about fairness, 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. [K.C1]
- **Generalizes Learning:** During a discussion about fairness, students use their past experience of how they want to be treated and how they should treat others in specific classroom situations. [K.C1]

K–1 Non-Examples

- ❑ **50% Student Talk:** In a lesson about equality and equity regarding fairness, the teacher poses questions that students answer to the whole group, resulting in students speaking and listening to each other for less than five minutes in every ten-minute period.
- ❑ **Information Processing:** In a lesson about equality and equity regarding fairness, the teacher engages in a whole group discussion where students are randomly called upon to answer questions posed by the instructor.
- ❑ **Generalizes Learning:** During a discussion about equality and equity regarding fairness, students are unable to use their past experiences to leverage how this applies to the classroom.

2–3 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. [2.E]

- **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. [2.E]
- **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. [2.E]

2–3 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 Pair/Shares with students speaking and listening to each other on an average of 20 seconds of every minute.
- **Information Processing:** In a lesson about how the United States is connected economically to the world market, the teacher engages in a whole group discussion where students are randomly called upon to give their answers to questions posed by the instructor.
- **Generalizes Learning:** During a discussion about how the United States is connected economically to the world market, students are unable to make a connection to how this may relate to their past experiences and are not given a prompt for relatability.

[Return to Quadrant View](#)

Students are participating in differentiated activities and accommodations [\[HLP 11\]](#)

K–1 Examples

- **Content:** For an opinion piece about whether fidgets should be allowed during instruction, while some students have shorter sentence prompts and more blanks for writing, other students have longer sentence prompts with fewer blanks for writing. [1.W.1]
- **Process:** For an opinion piece about whether fidgets should be allowed during instruction, while some students have word banks with more complex decoding structures to use for cloze blanks, other students have word banks with less complex decoding structures and image connections to use for cloze blanks. [1.W.1]
- **Products/Resources/Materials:** You can see that several students in the class are using such aids as enlarged text, shaded overlays, different colored papers and fonts, plastic reading guides, pencil grips, large pencils, and additional peer/teacher support to make the reading/writing activity more accessible.
- **Time:** For a spelling assessment, not only do a group of students have a differentiated list of words that are more appropriate for their progress and level of development, but they are also able to take their modified test on a recording with earphones, giving them more appropriate time to finish the test. [1.WF.3]

K–1 Non-Examples

- **Content:** For an opinion piece about whether fidgets should be allowed during instruction, all students have the same set of sentence prompts and blanks for writing.
- **Process:** For an opinion piece about whether fidgets should be allowed during instruction, either students have the same word bank to reference, or no one has a word bank to reference.
- **Products/Resources/Materials:** It is not evident that many, if any, students are using aids that would make the text and writing more accessible.

- Time:** For a spelling assessment, everyone is required to write the spelling words at the same pace, at the same time.

2–3 Examples

- **Content:** For a three-reason opinion piece about whether mechanical or standard pencils are better, while most students are required to write five sentences, some students are allowed to write their opinion piece with fewer reasons and/or sentences. [3.W.1]
- **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 earphones, so they are able to pause and rewind the prompts. [3.W.1]
- **Products/Resources/Materials:** You can see that several students in the class are using such aids 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 assessment, not only do a group of students have a differentiated list of words that are more appropriate for their progress and level of development, but they are also able to take their modified test on a recording with earphones, giving them more appropriate time to finish the test. [3.WF.3]

2–3 Non-Examples

- Content:** Everyone has to complete a three-reason opinion piece in five sentences 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 are unable to 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](#)