



# SECONDARY LITERACY FRAMEWORK



# CONTRIBUTORS



In addition to our core team of educators, we appreciate the feedback we received from multiple stakeholder groups including CAB District Administrators, the Principal Advisory Group, the Secondary ELA Collaborative, and the Intervention Framework Committee.

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THANK YOU THANK YOU THANK YOU

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# KEY IDEAS AND HELPFUL HINTS FOR USING THIS DOCUMENT

As stated in the introduction, the value of this document lives through the discussions and conversations you will have with your team of professional practitioners. We encourage you to use it as such with the key ideas and helpful hints listed below.

1. This literacy framework should look familiar as it was designed around the dimensions of the CEL 5-D+ Instructional Framework.
2. It includes 21 Guiding Principles that are anchored in the research around best practices in secondary literacy.
3. Each one of the 6 sections focuses on one dimension and starts with a description of what it looks like in a secondary ELA classroom.
4. After each description you will see the set of three to five Guiding Principles associated with it.
5. Next are questions that will help focus your learning and cause reflection before, during and after reading. The questions are intended to generate thinking and spark discussion with colleagues as you grapple with the ideas presented and their application to your work.
6. After the questions section, each of the individual Guiding Principles is presented along with a corresponding part that highlights the Guiding Principle from the student perspective.
7. Quotes from experts, taken from professional books, journals, articles, etc., are presented to support the focus of that Guiding Principle. This list of expert quotes is a sampling and in no way exhaustive or will cover the breadth and depth of that practice. Think of it like a movie trailer, a way to spark your interest. We are hoping the quote snippets will inspire further exploration of the books, journals and articles from which they came. Many of the books can be found in your school's professional library. Check with your instructional coach for a list of the books purchased and their location.
8. Finally, each section has a small sampling of practical application resources we've titled "Tools for Teachers." As is always the case with supplemental resources, some may be familiar while others will give you something new to try in your classroom or during a collaborative session with colleagues. Our hope is that this small bank of resources will generate ideas that can be shared with others and eventually added to our extended tool kit on the Curriculum and Instruction website. All tools include source information for further exploration or clarification.

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# INTRODUCTION

Literacy is inseparable from opportunity, and opportunity is inseparable from freedom. The freedom promised by literacy is both freedom from – from ignorance, oppression, poverty – and freedom to – to do new things, to make choices, to learn.  
--Koichiro Matsuura

Literacy in the secondary classroom is a complex and exhilarating notion. It is the gateway to interesting and thought provoking new learning and a way to communicate both orally and in writing. Our secondary students are ready to tackle the world and deserve English Language Arts instruction and classroom practices that stimulate their learning and challenge their thinking.

The TPS Secondary Literacy Framework was produced by and for Tacoma Public Schools' secondary educators across schools and programs. The framework focuses on research-based best practices to support adolescents' academic literacy growth centered around the 5 Dimensions of the Teaching

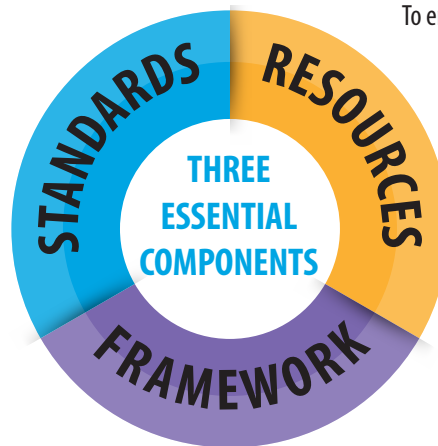
and Learning instructional framework (CEL 5D+). While the framework is not a scripted approach to teaching reading, writing, speaking and listening, embedded in this document are 21 Guiding Principles that highlight essential instructional practices aligned to student observables with insight into "What the Experts Say" (the why) and offers "Tools for Teachers" (the how) for practical application in the classroom.

The framework is one of three components to Tacoma's secondary literacy instructional guidelines.

## THREE COMPLEMENTARY COMPONENTS PROVIDE A COHESIVE APPROACH TO LITERACY LEARNING IN TACOMA

To guide the path to rigorous learning, the **priority and supporting ELA standards** were adopted in 2016-17 using the following objective criteria.

- Endurance – essential knowledge and skills that will serve students throughout their lives
- Leverage – essential knowledge and skills that will transfer into other areas within English Language arts or transfer into other content areas such as Science, Social Studies, etc..
- Readiness – essential knowledge and skills that are necessary for the next school year or beyond (preparation for career, college and community)



To ensure an equitable, comprehensive, and vertically aligned scope and sequence of literacy knowledge and skills, **high-quality, vetted and adopted resources, texts and materials** are provided.

- SpringBoard, ELA adopted program for grades 6-10
- Specialized English programs such as; AP Literature and AP Language, Bridge to College, International Baccalaureate (IB), College in the High School, etc.

The **TPS Secondary Literacy Framework** supports our teachers' efforts as they shift or refine their application of research-based instructional practices capitalizing on the strengths and responding to the needs of all students. The value of this document lives through the discussions and conversations amongst professional practitioners.

# THE GUIDING PRINCIPLES

The following Guiding Principles serve as the foundation for the Secondary Literacy Framework: a balanced, comprehensive model for high quality literacy instruction in Tacoma Public Schools secondary ELA classrooms. The Guiding Principles are organized within the six dimensions of the teaching and learning instructional framework (CEL 5D+).

## Our adolescent learners deserve ELA classrooms that...

### PURPOSE

1. Include **purposeful instruction** with direct, clearly communicated, and measurable expectations (learning targets and success criteria) aligned to the Washington State Learning Standards for ELA.
2. Are **relevant and responsive** to each student's background, literacy strengths, and areas for growth.

### STUDENT ENGAGEMENT

3. Create a **space for ALL students to stretch, challenge, and deepen their thinking** in ways that are **relevant** and promote personal response.
4. Use intentionally designed strategies and protocols to promote **active and equitable student participation** while recognizing the importance of adolescent brain research supporting transition and movement.
5. Place strong emphasis on active participation by students to ensure a **balance of teacher and student talk** encouraging a flow of information in both directions so that students are not simply passive receivers of information.

### ASSESSMENT FOR STUDENT LEARNING

6. Incorporate **frequent formal and informal checks for understanding** throughout the lesson that are aligned with clearly articulated learning targets and success criteria.
7. **Intentionally change, modify or customize instruction** by utilizing a variety of formative and summative approaches and opportunities for students to demonstrate learning.
8. Empower students to refine and extend their thinking by **providing effective and timely feedback** that is on-going and specific; allowing time for students to adjust and reflect on their learning.

### CURRICULUM & PEDAGOGY

9. Include an **integrated and balanced approach** to reading, writing, and communication (speaking, listening and language) aligned to Washington State Learning Standards.

10. Use intentionally sequenced and recursive grade-level curriculum that includes opportunities to engage with a **variety of complex, multi-mode texts** to enrich **vocabulary** and support **comprehension**.
11. Incorporate **Culturally Responsive Teaching (CRT)** that provides greater access and success for all students within a rigorous curriculum.
12. Offer strategies and scaffolds in whole group, small group and one-on-one settings to shift students from **dependent to independent learners** as well as address individual literacy learning needs.
13. Move between **DOK levels**, developing both surface and deeper learning, and promoting transfer of skills and knowledge in and beyond the ELA classroom.

### CLASSROOM ENVIRONMENT

14. Cultivate strong, positive student/teacher/peer **relationships**.
15. Build a culture that is **socially and intellectually safe**, encourages academic courage, and promotes equity of student voice and agency.
16. Utilize the **physical space** to foster an environment that allows for both collaborative and independent learning.
17. Use **effective systems and routines** to maximize instructional time and promotes self-directed learning.
18. Develop **students' growth mindset** and **habits of thinking** to optimize and accelerate learning.

### COLLABORATION

#### Our adolescent learners deserve ELA educators that...

19. Have a growth mindset; **challenge and reflect** upon their own thinking and perspectives while **continuing to learn** and seek new approaches.
20. **Partner with their colleagues** to become more effective in growing all students.
21. **Communicate with both students and their families** about progress toward mastery of the Washington State ELA Learning Standards.

# PURPOSE



2

GUIDING PRINCIPLES



4

REFLECTIVE QUESTIONS



9

QUOTES FROM THE EXPERTS



3

TOOLS FOR TEACHERS

## WHAT DOES THIS LOOK LIKE IN A SECONDARY ELA CLASSROOM?

In a secondary literacy classroom, Washington State Learning Standards for ELA drive planning, intentional selection of instructional practices and assessment for each day's learning. Purpose starts with deep understanding of the standards (priority and supporting) combined with knowledge of the students and intended outcomes. Purpose is clearly captured within the learning target and success criteria where the what, the how, and the why of the day's learning is explained. When purpose is clearly established and communicated through the learning target and success criteria, students see a visible path to learning.

### GUIDING PRINCIPLE #1



Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Include **purposeful instruction** with direct, clearly communicated, and measurable expectations (learning targets and success criteria) aligned to the Washington State Learning Standards for ELA.

### GUIDING PRINCIPLE #2



Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Are **relevant and responsive to each student's background, literacy strengths, and areas for growth.**

## HOW DOES THIS CONNECT TO MY WORK?



### Questions to consider before, during and after reading



1

How does unpacking standards help me plan and refine lessons to positively impact student learning?

2

How do I ensure my students are clear about the daily learning target beyond copying it into a planner or interactive notebook, and how they will demonstrate their progress toward meeting the target?

3

Given my program or resources, what might I need to add or modify to create a clear learning target and success criteria?

4

What strategies do I use to keep the Essential Questions of the unit alive, especially as new learning is introduced?

# GUIDING PRINCIPLE #1

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Include **purposeful instruction** with direct, clearly communicated, and measurable expectations (learning targets and success criteria) aligned to the Washington State Learning Standards for ELA.

What does this look like in a high-quality ELA classroom? Students are...

Able to clearly articulate why and what they are learning, not just what they are doing.

## WHAT DO THE EXPERTS HAVE TO SAY?

Effective teachers start with a standard, break the learning that the standard requires into lesson-sized chunks, and then phrase these chunks so that students will be able to understand them. Each one of these chunked phrases—a daily statement of what the student is expected to learn in a given lesson — is a *learning intention*.

*Teaching Literacy in the Visible Learning Classroom*  
6-12, Fisher, Frey, Hattie, Thayre (2017) p.29

The purpose of the success criteria, or “what are we looking for?” is to make students understand what the teacher is using as the criteria for judging their work, and of course to ensure that the teacher is clear about the criteria that will determine if the learning intentions have been successfully achieved... The success criteria, or ‘How will we know?’ need to state as exactly as possible what the students and teacher will want to see.

*Visible Learning*, Hattie (2009) p. 170

Teacher clarity about learning expectations, including the ways in which students can demonstrate their understanding, is powerful. The effect size is 0.75... Learning intentions are more than a standard. There have been far too many misguided efforts that mandated teachers to post the standard on the wall. Learning intentions are based on the standard, but are chunked into learning bites. In too many cases, the standards are not understandable to students. Learning intentions, if they are to be effective, have to be understood and accepted by students. Simply writing a target on the dry-erase board and then reading it aloud waters down the power of a learning intention, which should focus the entire lesson and serve as an organizing feature of the learning students do. At minimum, learning intentions should bookend lessons with clear communication about the learning target. *Visible Learning for Literacy*, Fisher, Frey, Hattie (2016) p.27

In its simplest description, when educators “unwrap” standards, they underline the concepts (important nouns and noun phrases) and circle or CAPITALIZE the skills (verbs and verb phrases). But don’t let the seeming simplicity of the description minimize the importance of the practice. “Unwrapping” is much more than underlining and circling words. During the deconstruction of a standard, educators closely analyze its wording to identify exactly what students need to know (teachable ideas that are abstract or concrete) and be able to do (necessary skills student must demonstrate).

*Common Formative Assessments 2.0*,  
Ainsworth (2015) p.71

When we base our teaching on a series of units, activities, or projects, we know what to teach, but we may not know what to assess. Our classrooms may be filled with busy, excited, motivated students. However, if activities are not consciously designed or selected with learning targets in mind, if we are not clear about the intended learning *in advance*, assessment cannot be counted on to provide accurate information about particular learning targets.

*Classroom Assessment for Student Learning Doing It Right - Using It Well* Stiggins, Arter, Chappuis, Chappuis (2006) p.27

Priority Standards are a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared for the standards in the next grade level or course. Priority Standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, prior to leaving the current grade or course. All other standards are referred to as supporting standards— those standards that support, connect to, or enhance the Priority Standards. They are taught within the context of the Priority Standards, but do not receive the same degree of instruction and assessment emphasis as do the Priority Standards. The supporting standards often become the instructional scaffolds to help students understand and attain the more rigorous and comprehensive Priority Standards. Every standard, is ultimately classified as either “priority” or “supporting.”

*Prioritizing the Common Core State Standards*, Ainsworth (2013) pg. xv

## GUIDING PRINCIPLE #2

**Tacoma Public Schools' adolescent learners deserve ELA classrooms that . . .**

Are relevant and responsive to each student's background, literacy strengths, and areas for growth.

**What does this look like in a high-quality ELA classroom? Students are . . .**

Able to articulate the trajectory of their learning responding recursively to these questions: Where am I now? Where am I going and how do I get there? Why is this important to me?

### WHAT DO THE EXPERTS HAVE TO SAY?

“ If we see ourselves predominately as teachers of curriculum, even exemplary curriculum, we have forgotten half of our professional role. We are also teachers of human beings. The essence of our job is making sure that the curriculum serves as a catalyst for powerful learning for students who, with our guidance and support, become skilled in and committed to the process of learning. . . . because the human beings we teach differ significantly in many dimensions, the means by which we attempt to make a rich curriculum “work” for those students will have to be many and varied.

*Integrating Differentiated Instruction + Understanding by Design, Tomlinson and McTighe (2006) page 38*

“ When students understand the lesson's learning target, the performance that will demonstrate their understanding, and the criteria by which their work will be assessed, they improve their ability to self-regulate. Self-regulating students continually monitor their progress toward a goal, check outcomes, and redirect unsuccessful efforts (Berk, 2003). Students who self-regulate no longer view learning as a covert event that happens to them as a result of instruction controlled by their teacher. Rather, they view learning as an activity they do for themselves and that is under their control (Zimmerman, 2001). Self-regulation fuses skill and will and develops as students learn to plan, control, and evaluate their own success within a specific context. A self-regulated learner knows how to learn, knows his or her potential and limitations for the task at hand, and can adjust his or her behavior to optimize success (Montalvo & Gonzales

Torres, 2004).

*Learning Targets, Moss and Brookhart (2012) pg. 59*

“ Teaching for understanding demands that our designs and methods foster ongoing inquiry. A productive way to signal the importance of such inquiry is to base each unit on a few essential questions. Explicit and frequent reference to essential questions sends a powerful signal that a unit is about understanding, not merely the acquisition of knowledge and skills.

*Integrating Differentiated Instruction + Understanding by Design, Tomlinson and McTighe (2006) page 72*



## UNPACKING STANDARDS

Below is a 4-step protocol for unpacking a standard. As Larry Ainsworth mentions in his book *Common Formative Assessments 2.0*, “unwrapping” is much more than underlining and circling words. The primary purpose in unpacking is to gain teacher clarity about what students need to know, understand, and be able to do in order to demonstrate mastery of the standard.

STEP	PROCESS	EXAMPLE
1. Name the standard	Write or type out the standard	RI.6.2 (Reading Informational Text gr 6 standard 2) <i>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</i>
2. Vertical standard alignment	Look at the grade specific standard before and after. Identify significant shifts in vocabulary, skills and concepts. Consider student expectations from the grade before and how that impacts your teaching. Think about what students will be asked to do next year.	RI.5.2 <i>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</i> RI.6.2 <i>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</i> RI.7.2 <i>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</i>
3. Academic Vocabulary	Based on what you know about your students, identify terms within the standard they will need to understand prior to and during instruction.	<ul style="list-style-type: none"> <li style="width: 33%;">• <i>Determine</i></li> <li style="width: 33%;">• <i>Conveyed</i></li> <li style="width: 33%;">• <i>Distinct</i></li> <li style="width: 33%;">• <i>Central idea</i></li> <li style="width: 33%;">• <i>Particular details</i></li> <li style="width: 33%;">• <i>Personal opinions</i></li> <li style="width: 33%;">• <i>Text</i></li> <li style="width: 33%;">• <i>Summary</i></li> <li style="width: 33%;">• <i>Judgments</i></li> </ul>
4. Actions – Concepts and Skills	List the separate actions students will do as they develop mastery of the standard.	<ul style="list-style-type: none"> <li>• <i>Determine the central idea of a text</i></li> <li>• <i>Identify particular details that convey the central idea</i></li> <li>• <i>Summarize the text by using the central idea and the particular details</i></li> <li>• <i>Look for personal opinions or judgments to delete</i></li> </ul>



### Next Steps:

The actions above will help you write the learning targets and success criteria for your lessons. These learning intentions and will be addressed multiple times in recurring units throughout the year.

One example of a learning target and success criteria from the standard above might be:

- Learning Target: Today I am learning how Akouris builds her article by using particular details to convey the central idea of her text about high school football players.
- Success Criteria: I know I hit the target when I can identify the central idea of the text and use the particular details to orally co-construct a summary with a partner that does not include our opinions or judgments.

## WRITING A LEARNING TARGET AND SUCCESS CRITERIA

Writing effective learning targets and success criteria aligned to Washington State Learning Standards for ELA can be a challenge. Below are some things to consider.

- Ask yourself these questions: “What do I want my students to learn today?” and “What will my students do to show they are learning?”
  - Distinguishing between what I want my students to *learn* and what I am asking them *to do* helps clarify the **Learning Target** from the **Success Criteria**.
- Students should be able to answer these questions: “What are you learning today?” “What evidence do you have to demonstrate your learning?”

Check out these three learning target and success criteria examples.

**Standard W.9-10.3b:** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

EXAMPLE LEARNING TARGET	EXAMPLE SUCCESS CRITERIA
Today we will learn how authors use pacing, one narrative technique, to create a certain reader reaction.	I know I hit the target when I can annotate pacing shifts in a narrative mentor text, explain how the pacing affects meaning, and practice the techniques on my own.

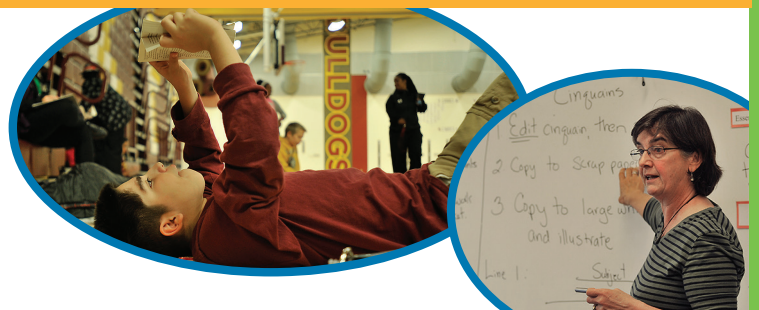
**SL11-12.4:** Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations) conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, opposing or alternative perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

EXAMPLE LEARNING TARGET	EXAMPLE SUCCESS CRITERIA
Today we will learn how evidence is used to support and formulate opinions by listening to arguments put forth by opposing groups.	I know I hit the target when I can create a short written response (exit ticket) using evidence demonstrating flexibility of thought through a willingness to remain open to other possibilities.

**RL6.3:** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

EXAMPLE LEARNING TARGET	EXAMPLE SUCCESS CRITERIA
How does conflict in a story advance the plot’s rising action and climax?	I can: <ul style="list-style-type: none"> <li>• read the story,</li> <li>• identify and provide text evidence of the internal and external conflicts of the main character</li> <li>• complete the plot diagram with a partner.</li> </ul>

Learning targets (LT) and success criteria (SC) can be formatted multiple ways. What is essential to note about LTs and SCs is that both the teacher and the students are aware of the learning expected for the day (LT) plus a plan to determine if that learning has occurred (SC).





# STUDENT ENGAGEMENT

 3	GUIDING PRINCIPLES
 6	REFLECTIVE QUESTIONS
 12	QUOTES FROM THE EXPERTS
 4	TOOLS FOR TEACHERS

## WHAT DOES THIS LOOK LIKE IN A SECONDARY ELA CLASSROOM?

As seen in a secondary literacy class, engagement is the ways that students respond and interact to reading and writing, speaking and listening. In authentic engagement, the learner finds meaning and value in the learning and learning tasks. It's not just a matter of interest or a fun activity but a matter of cognitive engagement in literacy learning. Authentic engagement is intrinsic while compliance engagement happens to please others or avoid negative consequences.

### GUIDING PRINCIPLE #3

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Create a space for ALL students to stretch, challenge, and deepen their thinking in ways that are relevant and promote personal response.

### GUIDING PRINCIPLE #4

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Use intentionally designed strategies and protocols to promote active and equitable student participation while recognizing the importance of adolescent brain research supporting transition and movement.

### GUIDING PRINCIPLE #5

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Place strong emphasis on active participation by students to ensure a balance of teacher and student talk encouraging a flow of information in both directions so that students are not simply passive receivers of information.



## HOW DOES THIS CONNECT TO MY WORK?



### Questions to consider before, during and after reading

- 1 When I look at my lesson, where are the opportunities for quality student talk?
- 2 What questions can I ask that will promote student talk that pushes the conversation beyond surface level information and facts?
- 3 How do I use my knowledge of my students' interests and background to engage them in relevant texts and tasks?
- 4 What strategies/techniques/protocols can I intentionally plan to ensure equity of student voice and participation by all?
- 5 How intentional am I about my role during class discussion?
- 6 How do I plan opportunities for my students to be active during their learning time?

## GUIDING PRINCIPLE #3

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Create a space for ALL students to stretch, challenge, and deepen their thinking in ways that are relevant and promote personal response.

What does this look like in a high-quality ELA classroom? Students are...

Responding to text and discourse that shifts, expands and solidifies their thinking based on their previous knowledge and personal experiences.

## WHAT DO THE EXPERTS HAVE TO SAY?

Interest is about something out there, out in the world. The video is interesting. The photographs are interesting. Interest often fleeting, lasting about as long as the video clip we provided for kids to watch. Relevance, by contrast, is always personal. Relevance is about what matters to you. It starts with observing something in the world, but then it shifts to a thought or a feeling inside of you. Something that is relevant is inherently interesting; but something that is interesting isn't always relevant. In short, getting kids' attention about creating interest; keeping their attention is all about relevance.

*Reading Nonfiction, Beers & Probst (2015) p.45*

Engagement shows up as a vital achievement factor in most studies, although it's not always explicitly called engagement; sometimes it's disguised as "feedback, cooperative learning, project learning, or interactive teaching (Hattie 2008). The correlation between student engagement and achievement is consistently strong and significant: research shows that for every 2 percent disengagement rises, pass rate on high-stakes tests drop by 1 percent (Valentine & Collins, 2011) Students love being engaged, and they value engagement very highly (Appelton, Christenson & Furlong, 2008).

*Engaging Students with Poverty in Mind, Eric Jensen (2013), Introduction*

Questioning engages readers especially in relation to difficult or uninteresting material. If readers look for answers to their questions. They focus on the text and their mind is less inclined to wander. Asking questions gives reticent and struggling readers control over their learning...

Readers who ask questions when they read assume responsibility for their learning and improve their comprehension...

If teachers model their own questions and demonstrate the power of inquiry, students will be invested in the course. Too many students come to class merely to watch. They sit passively in their seats and wait for the teacher to fill them up with knowledge.

Let students in on the important work. Teach them to question.

*I Read it, But I don't Get it, Comprehension Strategies for Adolescent Readers, Cris Tovani (2000) p.85-86, 93-94*

## GUIDING PRINCIPLE #4

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Use **intentionally designed strategies and protocols to promote active and equitable student participation** while recognizing the importance of adolescent brain research supporting transition and movement.

**What does this look like in a high-quality ELA classroom? Students are...**

Involved in structured/planned learning activities that allow movement and choices for learning.

## WHAT DO THE EXPERTS HAVE TO SAY?

A more active approach to mastering learning targets carries great potential to keep students in the learning game. In a traditional classroom, there are many opportunities to hide- that is. For students to pretend they are learning. In a sense, a classroom dominated by teacher talk followed by a handout or worksheet can be a safe haven for some students. The implicit deal is, "You leave me alone, and I'll do the same." In a more active setting dominated by hands-on, valuable student-driven work, the hiding places are gone. Students have team members who are relying on their work, they are on the spot for a mini-presentation to their group, their diagram is the missing piece their partner is waiting for...whatever strategy is being employed, a highly visible, urgent accountability to the class is present. And yes, the classroom can get a little noisy. Its similar, well, to being at work.

*Teaching in the Fast Lane, How to Create Active Learning Experiences, Suzy Pepper Rollins (2017) p.15*

(David) Sousa's insights can be summed up by the oft-repeated phrase "The mind can only absorb what the seat can endure." In light of what we know from brain research, some form of movement ought to be a staple in every lesson we teach. Sousa suggests that "at some point in every lesson, students should be up and moving about, preferably talking about their new learning."

*Total Participation Techniques, Himmele & Himmele (2017) p.71*

Rule #1: Exercise boosts brain power.

Our ancient ancestors were constantly moving and working. They never sat still for 50 minutes, let alone 6.5 instructional hours. Exercise provides the chemicals necessary for better cognition: more blood is pumped to the brain, bringing glucose and oxygen. Movement stimulates the protein that keeps neurons connecting.

*17,000 Classroom Visits Can't Be Wrong, Antonetti & Garver (2015) p.36*

# GUIDING PRINCIPLE #5

## Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Place strong emphasis on active participation by students to ensure a **balance of teacher and student talk** encouraging a flow of information in both directions so that students are not simply passive receivers of information.

## What does this look like in a high-quality ELA classroom? Students are...

Actively and comfortably participating with peers and adults by wrestling with complex issues, posing questions, speculating, probing, disagreeing, solving problems, etc..

### WHAT DO THE EXPERTS HAVE TO SAY?

If questions are vehicles for thought, then the questioning process determines who will go along for the ride. Teacher questioning behaviors affect which students learn how much. For example, teachers tend to call on high achievers much more frequently than low achievers, which provides these academically able students with an additional edge. A usual result of this practice is that, over their years of schooling, low achievers become accustomed to low expectations. They tune out and turn off. Most of us can be much more intentional about equalizing response opportunities for all students in our classes.

*Quality Questioning, Research-Based Practice to Engage Every Learner, Walsh & Sattes (2005) p.9*

Teachers who create space for students to pose questions, wrestle with complex issues, clarify thinking, speculate, probe, disagree, resolve problems, and reach consensus are employing a dialogic approach to instruction. Unlike the initiate-respond-evaluate cycle of teacher questioning and student recitation (Cazden, 1988), this form of instruction assumes a higher level of authority on the part of the learners, who co-construct knowledge under the guidance of a teacher who facilitates the discussion rather than presents information.

*Teaching Literacy in the Visible Learning Classroom, Fisher, Frey, Hattie & Thayer (2017) p.75*

Oral language is the foundation of literacy, and as such, it requires focused attention in planning. Altering the ratio of teacher to student talk doesn't just happen. Rather, it occurs through both believing in the importance of student talk and planning with a clear purpose and expectations.

*Content-Area Conversations, Fisher, Frey & Rothenberg (2008)*

During open discussion, all participants are partners in the development of understanding. Sustaining such exchanges is difficult and may require considerable scaffolding by the teacher and considerable previous experience in discussion by the students. In the present study, open discussion averaged 1.7 minutes per 60 minutes of class time.

*Discussion-Based Approaches to Developing Understanding: Classroom Instruction and Student Performance in Middle and High School English, Applebee, Langer, Nystrand, & Gamoran (2003)*

Think about the typical question-and-answer session in most classrooms. We call it "the beach ball scenario" because it reminds us of a scene in which a teacher is holding a beach ball. She tosses it to a student, who quickly catches the ball and tosses it back. She then tosses it to another student. The same scenario happens perhaps three or four times during what is poorly referred to as a "class discussion." Although the teacher asks three or four questions, only two or three eager students actually get an opportunity to demonstrate active cognitive engagement with the topic at hand (we say two or three because a couple of enthusiastic students usually answer more than one question). Often even seasoned teachers can relate to the problem of calling out a question and getting a response from only one or two students. They get little feedback from the others and don't get an accurate assessment of what the others have learned until it's too late. They remember the beach ball scenario because for many, they did it yesterday. Let's face it: we can all get stuck in the beach ball scenario.

The problem with tossing the beach ball is that too many students sit, either passively or actively disengaged, giving no indication of what they are thinking or of what they have learned. They have effectively learned to fly beneath the radar.

*Total Participation Techniques, Himmele & Himmele (2017) p.3*

If we could sum up our advice to teachers who want to encourage classroom discussion, we would say, “Teachers, stop talking so much.” This signals to students that they have a hand in controlling the conversation. As John (Hattie) has noted many times, we would never tolerate a personal conversation that adhered to the same rules as much of the classroom talk encountered worldwide. Would you ever want to spend time talking to someone who decided what could be discussed and when it would end, ask questions but rarely gave you space to do the same, and spent most of the time interrogating you to find out if you were paying attention? Yet that’s the dynamic in too many classrooms, for too many instructional minutes. No wonder so many students become progressively more disengaged the longer they attend school. They figure out that we’re not listening.

*Teaching Literacy in the Visible Learning Classroom, Fisher, Frey, Hattie & Thayre (2017) p.76*

## TOOLS FOR TEACHERS

### QUESTIONING ROLES FOR TEACHERS AND STUDENTS

To engage students in more productive discussions, the roles of both the teacher and the students have shifted.

How do your classroom discussions lineup with the roles as described by Jackie Acree Walsh?

TEACHER ROLES HAVE SHIFTED FROM...	TO...
Questioner	Listener and monitor of the discussion process
Monopolize of air time	Listener and facilitator of equitable participation among all students
Evaluator	Advocate for student self-assessment and peer assessment of knowledge and reasoning
Hub or pivot for all classroom talk	Encourager of student-to-student interactions

Student roles have shifted from...	To...
Compliant and passive observer	Committed and proactive contributor
Respondent to teacher questions	Generator of questions
Dependent learner	Self-directed learner
Isolated and competitive learner	Collaborative learner
Receptacle for teacher knowledge	Constructor of own understandings

*From Improving Classroom Discussion (trifold) 2017, ASCD*



## VISIBLE THINKING ROUTINES

Project Zero's Visible Thinking Routines are a series of practical, functional and accessible mini-strategies that can be repeatedly used in the classroom. They are small sets of questions or a short sequence of steps that can be used across various grade levels and content. Each routine targets a different type of thinking. Routines are categorized as Core, Understanding, Fairness, Truth and Creativity. Below is one sample routine from each category. Visit the [Visible Thinking](#) website for specific details on these and more routines.

TYPE OF ROUTINE	ROUTINE NAME	ROUTINE DESCRIPTION
Core	What Makes You Say That?	This routine helps students describe what they see or know and asks them to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites students to share their interpretations, it encourages students to understand alternatives and multiple perspectives.
Understanding	Question Starts	This routine provides students with the opportunity to practice developing good questions that provoke thinking and inquiry into a topic. It also helps students brainstorm lots of different kinds of questions about a topic. The purpose of asking deep and interesting questions is to get at the complexity and depth of a topic. The purpose of brainstorming varied questions about a topic is to get at the breadth, and multi-dimensionality of a topic.
Fairness	Reporter's Notebook	This routine is about distinguishing facts from thoughts and judgments. It helps organize ideas and feelings in order to consider a situation where fairness may be at stake. It promotes the fine discernment of information and perspective taking in order to clarify and make a tentative judgment.
Truth	Stop Look Listen	The Stop Look Listen routine helps students investigate truth claims and issues related to truth. It allows students to stand back and think about ways to obtain information when trying to find out about the truth of something. Students are encouraged to think critically about sources. It helps students appreciate the deeper complexity of truth situations by addressing issues of bias and objectivity.
Creativity	Creative Questions	Formulating and exploring an interesting question is often as important than finding a solution. This routine encourages students to students create interesting questions and then imaginatively mess around with them for a while in order to explore their creative possibilities. It provides students with the opportunity to practice developing good questions that provoke thinking and inquiry into a topic.

## TOTAL PARTICIPATION TECHNIQUES (TPT)

Adapted from the work of Persida and William Himmele, this list of On-the-Spot TPTs are designed to be used in the middle of a lesson to check for understanding and gauge your teaching next moves. These activities involve little or no preparation and can be inserted into a lesson the minute you notice cognitive disengagement or disconnect is happening.

Think Pair Share	Ask students to reflect on a question or prompt (this may be done in their head, written, or drawn). Give them a brief amount of time to formulate their own thinking (maybe 30 seconds). Ask students to turn to an assigned or self-selected partner to discuss their thinking. You may want to set guidelines to insure both partners have equal time.	This tool is only as powerful as the prompt on which students are asked to reflect. Ask questions that require analysis and reflection
Quick Writes or Quick-Draws	Determine a prompt or major concept you would like students to address. Given a specific amount of time (3-5 minutes), students jot down their ideas (Quick Write) or creating a visual image (Quick Draw). Follow up with a Pair-Share or in small group.	Use wide-open questions to make connections and reflect on learning. Consider drawing abstract concepts to promote analysis.

Gallery Walk	Ask students to hang their Quick-Draw (or other visual) at eye level around the room. Students may add a label or explanation to their visual if needed. Give the whole class a focus for exploring (maybe looking for similarities or differences) and directions for parading around the room to explore all student work. In conclusion, ask students to summarize what they noticed holistically.	This technique requires confidence and a feeling of classroom safety. You may want to start by having students produce partner or small group visuals.
Chalkboard Splash	Provide a space or spaces (whiteboard, chart paper, etc.) in your classroom with a sentence starter, prompt, or question addressing an idea you are studying in class. Ask students to create a short response (15 words or less) and post their response. All students gather to read what their peers have written. Ask students to analyze by reflecting on what is similar, different or unexpected.	This technique helps students see the big picture or to note differences in perspective. You may want to use this technique to create discussion groups.

Look for these and more about student engagement in Himmele and Himmele's book: *Total Participation Techniques* (2017) ASCD

## LEVELS OF ENGAGEMENT

Phillip Schlechty, in his book *Working on the Work* (2002) describes five different levels of engagement.

1. Authentic Engagement: The learner finds meaning and value in the work.
2. Ritual Engagement: The learner completes the work to gain positive outcomes.
3. Passive Compliance: The learner completes the work to avoid negative outcomes.
4. Retreatism: The learner is not completing the assigned work but is not disrupting others.
5. Rebellion: The learner refuses to do the work and actively disrupts the learning process.

John Antonetti and James Garver in their book, *17,000 Classroom Visits Can't be Wrong* (2015), state that "engagement for its own sake is just 'fun'. To enhance learning, students must be engaged in a cognitive verb...In fact, the thinking level of student work plays

a critical role in the level of engagement." They go on to show the results of the relationship between thinking level and engagement based on over 17,000 classroom visits. Simply put, where the thinking levels were low many students were on-task but very few were engaged- 2%. As thinking levels increased less students were on-task but the engagement level increased proportionally to 29% in classes where the task required mid thinking levels and to 42% where the task required high thinking levels.

Antonetti and Garver go on to suggest 8 qualities of student work that promote engagement in conjunction with tasks and instruction that require higher cognitive demand and the use of high yield strategies. Below you will find their suggested engagement techniques.

How might you use these suggested qualities to enhance the tasks you engage your students in your English Language Arts classes?

ENGAGEMENT TECHNIQUE	STUDENT PERSPECTIVE
Personal Response	This work allows me to react and have my own thoughts, consequently there is more than one right answer.
Clear/Modeled Expectations	I know what success looks like; it has been modeled for me. I know the criteria for my personal response.
Emotional Intellectual Safety	I am comfortable taking risks; it's OK to have a different answer or to be wrong on the way to being right.
Learning with Others	I have the opportunity to interact with others, sharing and analyzing my ideas and theirs. My learning is different because of this process.
Sense of Audience	Someone whose opinion I care about is going to see my work. I'll be more attentive to my work because of an "Elevated level of concern."
Choice	I get to choose how I am going to gain information or knowledge or how I will demonstrate me learning. I have some control over my work.
Novelty and Variety	The work grabs my attention because it is new and different. It may be different in procedure, product, perspective, or place.
Authenticity	I understand that real people need to know how to do this work. I see connections to my world or the world at large.

To see how Antonetti and Garver put these 3 aspects of engagement together refer to their Engagement Cube and Powerful Task Rubric for Designing Student Work found in *17,000 Classroom Visits Can't Be Wrong* (2015) p168-169.

# ASSESSMENT FOR STUDENT LEARNING

 3	GUIDING PRINCIPLES
 7	REFLECTIVE QUESTIONS
 11	QUOTES FROM THE EXPERTS
 5	TOOLS FOR TEACHERS

## WHAT DOES THIS LOOK LIKE IN A SECONDARY ELA CLASSROOM?

Assessment is used to gain an understanding of students' strengths as readers, writers and thinkers as well as to determine next steps in areas of challenge. Ongoing formative assessment is used daily by the teacher and students during instruction to monitor progress in reference to the learning target and success criteria and to make adjustments as needed. Meaningful assessment cycles drive instructional decisions and include multiple formal and informal opportunities for a student to demonstrate progress toward meeting the ELA standards.

### GUIDING PRINCIPLE #6

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

**Incorporate frequent formal and informal checks for understanding throughout the lesson** that are aligned with clearly articulated learning targets and success criteria.

### GUIDING PRINCIPLE #7

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

**Intentionally change, modify or customize instruction** by utilizing a variety of formative and summative approaches and opportunities for students to demonstrate learning.

### GUIDING PRINCIPLE #8

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Empower students to refine and extend their thinking by **providing effective and timely feedback** that is on-going and specific; allowing time for students to adjust and reflect on their learning.



## HOW DOES THIS CONNECT TO MY WORK?



### Questions to consider before, during and after reading



5

How often and in what ways are students setting obtainable performance goals and monitoring their progress?

4

In what ways do I utilize and incorporate student reflection?

2

Do my formative assessments match the learning target and standards?

1

Have I strategically embedded assessments for learning (formative) and of learning (summative) throughout my unit to monitor and adjust instruction as I go?

3

Do I plan for scaffolding and extension for those students who need it? What does that look and sound like?

6

What opportunities am I providing for students to apply feedback received from me and their peers during instruction?

7

In what ways am I offering feedback to my students during the critical learning window rather than after the learning and tasks have been completed?

## GUIDING PRINCIPLE #6

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

**Incorporate frequent formal and informal checks for understanding throughout the lesson** that are aligned with clearly articulated learning targets and success criteria.

**What does this look like in a high-quality ELA classroom? Students are...**

Monitoring their learning and setting goals based on a shared understanding of: Where am I now? Where am I going? How am I doing?

## WHAT DO THE EXPERTS HAVE TO SAY?

How do you know whether your students are successful at learning what you wanted them to do? How do they know whether they're successful? How can students know whether or not they've met the intended learning intentions (targets), or whether they're making progress toward doing so? After completing the monumental feat of studying and consolidating huge amounts of research on quality teaching and learning, John Hattie realized that the single most important thing teachers can do is to *know their impact on student learning*.

This impact needs to be assessed daily so that seemingly small yet vital midcourse corrections can be made. In other words, if you're waiting for a project, quiz, or test to find out what your students know, you're waiting too long.

Teachers need tools that allow them to check for understanding frequently. They also need to know when students have met the learning goal so that they can move on.

- The teacher knows what students are supposed to be learning.
- The student knows what they are supposed to be learning.
- The teacher and students know what success looks like.

Taken together, these three aspects contribute to teacher clarity, which has an effect size of 0.75

*Teaching Literacy in the Visible Learning Classroom*, Fisher, Frey, Hattie, Thayre (2017) p.25

Assessment for learning happens while learning is still underway. These are the assessments that we conduct throughout teaching and learning to diagnose student needs, plan our next steps in instruction, provide students with feedback they can use to improve the quality of their work, and helps students see and feel in control of their journey to success.

Assessment of learning are those assessments that happen after learning is supposed to have occurred to determine if it did.”

*Classroom Assessment for Student Learning,* Stiggins, Arter, J. Chappuis, S. Chappuis p.31

Assessment cannot be separated from instruction. It is not an “add-on”; it is what we do every day as teachers. The cyclical process of triangulating-analyzing, questioning, and assessing-is embedded in instruction. It is simply how we teach. Some call it the “teachable moment”-the moment when a student says something that causes us to veer from our original teaching plan. What we hear or see from our students causes us to pause, observe, assess, analyze, and adjust our instruction. Experiencing these teachable moments and seeing learning “click” for our readers is magical. That magic is why we teach, and assessment is an essential part of it.

*Assessment in Perspective, Focusing on the Reader Behind the Numbers,* Landrigan, Mulligan (2013) p.72

Checking for understanding permeates the teaching world. If you doubt that, consider the last lecture you heard. Whether the lecture was about chemical reactions, the great American novel, or the causes of World War II, the person speaking most likely checked for your understanding several times during the lecture by using such common prompts as “Any questions?”, “Did you all get that?”, “Everybody understand?”, or “Does that make sense?”

Rather than respond to these questions, most learners will sit quietly, and the lecturer doesn’t know whether they understand, they are too confused to answer, they think they get it (but are off base), or they are too embarrassed to show their lack of understanding in front of others. Such general questions are simply not sufficient in determining whether or not students “get it.”

Additionally, students aren’t always self-regulated learners. They may not be aware of what they do or do not understand. They sometimes think they get it, when they really don’t. If you doubt this, consider how often you have heard students comment, “I thought I knew this stuff, but I bombed the exam.”

*Checking for Understanding: Formative Assessment Techniques for Your Classroom,* Fisher, Frey (2014) p.1

## GUIDING PRINCIPLE #7

**Tacoma Public Schools’ adolescent learners deserve ELA classrooms that...**

**Intentionally change, modify or customize instruction** by utilizing a variety of formative and summative approaches and opportunities for students to demonstrate learning.

**What does this look like in a high-quality ELA classroom? Students are...**

Engaged in learning that is intentionally designed to address their literacy needs with scaffolded support and extension when appropriate.

### WHAT DO THE EXPERTS HAVE TO SAY?

We cannot make the struggling reader fit one mold or expect one pattern to suffice for all students. Not all struggling readers sit at the back of the room, head down, sweatshirt hood pulled low, notebook crammed with papers that are filled with half completed assignments, a bored expression, though that often is the image that springs to mind when we hear the term *struggling reader*.

Now think for a moment about the girl who sits about three seats back, usually over towards the side of the room. She’s quiet, neat, and offers quick smiles. . . not unhappy, just invisible. And sometimes she’s a struggling reader. . . Or think about the boy who always keeps the class laughing. He’s cute, well dressed, well liked, and willing to run any errand for you (sure-it gets him out of class). He’s popular, his parents are involved, and he can be a struggling reader. . . Picture the new girl from Vietnam or Cambodia, or Russia, or Mexico who barely speaks English. She’s confused in her new surroundings. . . You aren’t sure if she can’t read at all or just can’t read English. She is certainly a struggling reader. . . remember that anyone can struggle given the right text. The struggle isn’t the issue, the issue is what the reader does when the text gets tough.

*When Kids Can’t Read,* Beers (2003) p.14



# GUIDING PRINCIPLE #8

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Empower students to refine and extend their thinking by **providing effective and timely feedback** that is on-going and specific; allowing time for students to adjust and reflect on their learning.

What does this look like in a high-quality ELA classroom? Students are...

Using teacher and peer feedback to adjust and refine their work.

## WHAT DO THE EXPERTS HAVE TO SAY?

Merely explaining to students what they will be learning and what this learning might look like is not enough.

Teachers need to go further and involve students as partners in the classroom assessment process by working with them to co-construct criteria, give and receive feedback for learning, and collect, select, reflect on, and present evidence of learning to determine the next steps to feed their learning forward (goal-setting). Informal goal-setting takes place the moment students decide to do something different – the moment they determine next steps for their learning. Formal and informal goal-setting can take place at any time. When it occurs depends on the students and the teacher.

*Common Formative Assessments 2.0,*  
Ainsworth (2015) p.38

To make feedback effective, teachers must have a good understanding of where the students are, and where they are meant to be—and the more transparent they make this status for the students, the more students can help to get themselves from the points at which they are to the success points, and thus enjoy the fruits of feedback.

Feedback serves various purposes in reducing this gap: it can provide cues that capture a person's attention and helps him or her to focus on succeeding with the task; it can direct attention toward the processes needed to accomplish the task; it can provide information about ideas that have been misunderstood; and it can be motivational so that students invest more effort or skill in the task.

Acknowledging errors allows for opportunities. Error is the difference between what we know and can do, and what we aim to know and do—and this applies to all (struggling and talented; students and teachers). Knowing this error is fundamental to moving towards success. This is the purpose of feedback. (Hattie, 2012)

*Common Formative Assessments 2.0,* Ainsworth (2015) p.192

If we embrace the idea of feedback as a recipe for future action, then it is easy to see how to make feedback work constructively: don't provide students with feedback unless you allow time, in class, to work on using the feedback to improve their work. Then feedback is not an evaluation of how well or how badly one's work was done but a matter of "what's next?"

This idea that feedback is about "what's next?" also addresses another shortcoming of much current practice. I often ask teachers whether they believe that their students spend as much time utilizing the feedback they are given as it has taken the teacher to provide it. Typically, fewer than 1 percent of teachers believe this to be the case, and this needs to change. The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor.

*Embedded Formative Assessment,*  
Wiliam (2011) p.128

The purpose of giving immediate or only slightly delayed feedback is to help students hear it and use it. Students need to receive feedback while they are still mindful of the topic, assignment, or performance in question and while they still think of the learning goals as a learning goal – that is, as something they are still striving to achieve. In fact, they especially need to receive feedback while they still have some reason to work on the learning goal. Feedback about a topic they won't have to deal with again all year will strike students as pointless. A general principle for gauging the timing of feedback is to put yourself in the students' place. When would students want to hear your feedback? When they are still thinking about the work, of course, and can still do something about it.

*How to Give Effective Feedback to Your Students,* Brookhart (2017) p.15



## LESSONS LEARNED ABOUT CLASSROOM ASSESSMENTS

Numerous studies have shown that the most impactful assessments are teacher created and classroom based. In the excerpt below Carol Ann Tomlinson shares her lessons learned about these formative assessments.

### 10 Understandings about Classroom Assessment by Carol Ann Tomlinson

#### Informative Assessment . . .

1. Isn't just about tests: When one form of assessment was ineffective for a student, it did not necessarily indicate a lack of student success but could, in fact, represent a poor fit between the student and the method through which I was trying to make the student communicate.
2. Really isn't [always] about the grade book.
3. Isn't always formal: Informative assessment could occur any time I went in search of information about a student- In fact, it could occur when I was not actively searching but was merely conscious of what was happening around me.
4. Isn't separate from the curriculum: if I wanted to teach for success, my assessments had to be absolutely aligned with the knowledge, understanding, and skill I'd designated as essential learning outcomes.
5. Isn't about "after" - I came to understand that assessments that came at the end of a unit—although important manifestations of student knowledge, understanding, and skill—were less useful to me as a teacher than were assessments that occurred *during* a unit of study. By the time I gave and graded a final assessment, we were already moving on to a new topic or unit. There was only a limited amount I could do at that stage with information that revealed to me that some students fell short of mastering essential outcomes—or that others had likely been bored senseless by instruction that focused on outcomes they had mastered long before the unit had begun. When I studied student work in the course of a unit, however, I could do many things to support or extend student learning.
6. Isn't an end in itself- The greatest power of assessment information lies in its capacity to help me see how to be a better teacher. If I know what students are and are not grasping at a given moment in a sequence of study, I know how to plan our time better. I know when to reteach, when to move ahead, and when to explain or demonstrate something in another way. Informative assessment is not an end in itself, but the beginning of better instruction.
7. Isn't separate from instruction- Informative assessment always demonstrated to me that my students' knowledge, understanding, and skill were emerging along different time continuums and at different depths. It became excruciatingly clear that my brilliant teaching was not equally brilliant for everyone in my classes. In other words, informative assessment helped me solidify a need for differentiation.
8. Isn't just about student readiness- I [became] aware of the potential role of assessment in determining what students cared about and how they learned. When I could attach what I was teaching to what students cared about, they learned more readily and more durably. When I could give them options about how to learn and express what they knew, learning improved. I realized I could pursue insights about student interests and preferred modes of learning, just as I had about their readiness needs.
9. Isn't just about finding weaknesses- When I saw "positive space" in students and reflected that to them, the results were stunningly different from when I reported on their "negative space." It gave students something to build on—a sense of possibility. I began to spend at least as much time gathering assessment information on what students could do as on what they couldn't. That, in turn, helped me develop a conviction that each student in my classes brought strengths to our work and that it was my job to bring those strengths to the surface so that all of us could benefit.
10. Isn't just for the teacher- The best teaching is never so much about me as about us. I began to see my students as full partners in their success. . . . When students clearly understood our learning objectives, knew precisely what success would look like, understood how each assignment contributed to their success, could articulate the role of assessment in ensuring their success, and understood that their work correlated with their needs, they developed a sense of self-efficacy that was powerful in their lives as learners.

*From "Learning to Love Assessment," by Carol Ann Tomlinson, in the December 2007/January 2008 issue of *Educational Leadership*, 65(4). © 2007 by ASCD. Reprinted with permission. Learn more about ASCD at [www.ascd.org](http://www.ascd.org).*

## EFFECTIVE FEEDBACK STRATEGIES

### 7 Key Characteristics of Better Learning Feedback by Grant Wiggins

Feedback is information about how we are doing in our efforts to reach a goal....Whether feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

FEEDBACK ESSENTIALS	DESCRIPTION
Goal-referenced	Effective feedback requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions.
Tangible and Transparent	Any useful feedback system involves not only a clear goal, but also tangible results related to the goal. Sometimes, even when the information is tangible and transparent, the performers don't obtain it—either because they don't look for it or because they are too busy performing to focus on the effects. Consider video or audio taping if appropriate.
Actionable	Effective feedback is concrete, specific, and useful; it provides actionable information. Thus, "Good job!" and "You did that wrong" and B+ are not feedback at all. We can easily imagine the learners asking themselves in response to these comments, What specifically should I do more or less of next time, based on this information?
User Friendly	Even if feedback is specific and accurate in the eyes of experts or bystanders, it is not of much value if the user cannot understand it or is overwhelmed by it.
Timely	In most cases, the sooner I get feedback, the better. Before you say that this is impossible, remember that feedback does not need to come only from the teacher, or even from people at all. Technology is one powerful tool—part of the power of computer-assisted learning is unlimited, timely feedback and opportunities to use it. Peer review is another strategy for managing the load to ensure lots of timely feedback; it's essential, however, to train students to do small-group peer review to high standards, without immature criticisms or unhelpful praise.
On-going	Adjusting our performance depends on not only receiving feedback but also having opportunities to use it. What makes any assessment in education formative is not merely that it precedes summative assessments, but that the performer has opportunities, if results are less than optimal, to reshape the performance to better achieve the goal. In summative assessment, the feedback comes too late; the performance is over.
Consistent	To be useful, feedback must be consistent. Clearly, performers can only adjust their performance successfully if the information fed back to them is stable, accurate, and trustworthy. In education, that means teachers have to be on the same page about what high-quality work is. Teachers need to look at student work together, becoming more consistent over time and formalizing their judgments in highly descriptive rubrics supported by anchor products and performances. By extension, if we want student-to-student feedback to be more helpful, students have to be trained to be consistent the same way we train teachers, using the same exemplars and rubrics.

Adaptation from the article found at [http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx](http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspxvol70/num01/Seven-Keys-to-Effective-Feedback.aspx)

## TOOLS AND RESOURCES FROM DART

Tacoma's Data Assessment Research Team (DART) provides a plethora of tools and resources to support all forms of formative and summative assessment practices. See below for a few snapshots of available resources. Templates and graphics can be accessed on the DART webpage (<https://hub.tacoma.k12.wa.us/dart/Pages/default.aspx>) under the Team Data Planning Tools tab.

**Team Planning Template** Team/Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Team meetings focus on four instructional elements: (check today's focus)

<input type="checkbox"/> Student Work	<input type="checkbox"/> Best Practices - Instructional &/or Assessment
<input type="checkbox"/> Student Data	<input type="checkbox"/> Standards, Curriculum, Resources, Material

Team members present: \_\_\_\_\_  
Goal or focus of team today: \_\_\_\_\_

Sample Prompts	Team Thinking
What does the data or student work tell you?	
What more do you want to know as it relates?	
Is there evidence of growth?	
Who is not growing?	
What is the standard or claim/domain asking?	
Where is the rigor?	
	<b>Final Outcome</b>
What best practices or strategies will you leverage?	
What skills need addressing?	
If planning forward, outline next unit/lessons?	
How will you assess?	

Ideas for next planning session: \_\_\_\_\_

**Data Cycle Planning Matrix**

1. Common and Interim  
2. Transparent starting point  
3. Aligned to state tests and college readiness  
4. Aligned to instructional sequence  
5. Re-assessed previously taught standards

1. User-friendly data reports  
2. Test-in-hand analysis  
3. Deep analysis  
4. Immediate turnaround of assessment results  
5. Planned analysis meetings between teachers and leader

1. Must Have the Right Team  
2. Need an Implementation Calendar  
3. Build by Borrowing  
4. Effective PD Teachers  
5. Effective PD Leadership

1. Planning  
2. Implementation  
3. Ongoing assessment  
4. Accountability  
5. Engaged students

**Data Cycle Drafts** Format these samples to fit your school, teams & students growth needs. Build Your data cycle

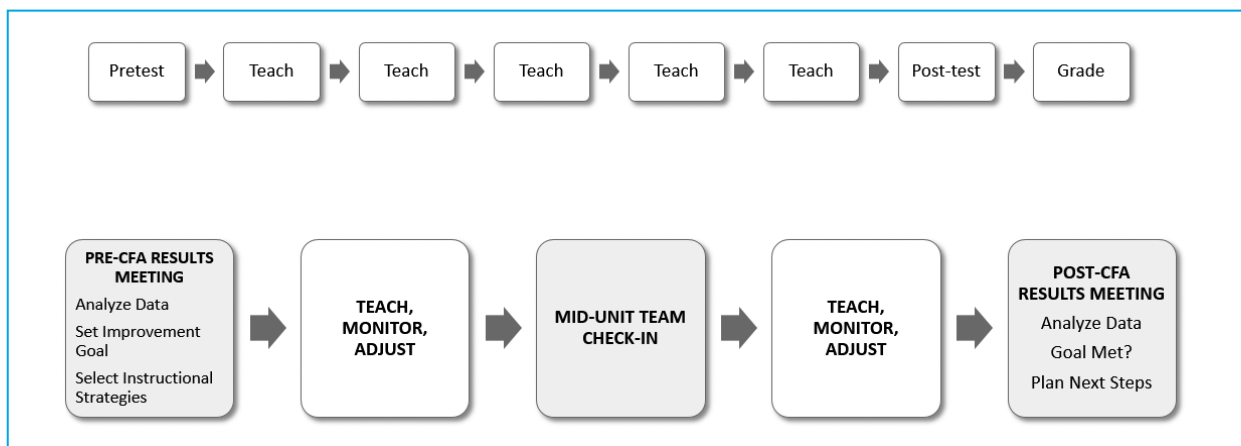
Unit Plan	Monday	Tuesday	Wed	Thursday	Friday	* PLC Teams	Common Plan/Late Start
Wk 1	Pre-test or Prior Knowledge or Formal Formative	Informal formative (collect evidence of learning & share results)	Formal Formative	Informal formative	Reflection (could be formal or informal)	Grade Level	<ul style="list-style-type: none"> <li>Plan Unit</li> <li>Write CFA</li> <li>Multiple Assessment Plan</li> </ul>
Wk 2	Recall Prior Week	Informal formative	Formal Formative (collect & share)	Informal formative	Summative Assessment (Score & Share)	Grade or Content	<ul style="list-style-type: none"> <li>Unit plan</li> <li>DRB</li> <li>ISM</li> <li>CFA</li> <li>Exit</li> <li>iAB</li> <li>iReady</li> <li>SBA</li> <li>Vertical alignment</li> </ul>

\* 2 Week Unit sample for a standard &/or cluster of standards. Modify as needed. \* 2 week team plan rotation. Modify as needed.

Unit Data Cycle	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

## A MAJOR SHIFT IN ASSESSMENT CYCLES

In Larry Ainsworth's book, *Common Formative Assessments 2.0*, he describes the shift from the traditional assessment cycle (pretest, teach, posttest, grade) to the *Collaborative Data Analysis Process* shown in the chart below. How might you incorporate Ainsworth's analysis process below into your PLCs, data team meetings, or grade level/department planning meetings?



Adapted from *Common Formative Assessments 2.0*, Ainsworth (2015) Corwin

# CURRICULUM & PEDAGOGY



5

GUIDING PRINCIPLES



17

QUOTES FROM THE EXPERTS



8

REFLECTIVE QUESTIONS



17

TOOLS FOR TEACHERS

## WHAT DOES THIS LOOK LIKE IN A SECONDARY ELA CLASSROOM?

As seen in a secondary literacy classroom, *curriculum* refers to the planned sequence of English language arts academic content and lessons related to an identified instructional goal based on Washington State ELA Learning Standards. The classroom teacher facilitates the students' interactions with content, materials, resources (texts), and processes (tasks) found within a larger unit of related study.

*Pedagogy* is the discipline that deals with the theory and practice of teaching. As seen in a secondary literacy classroom, Pedagogy informs the selection of reading and writing strategies and approaches, teacher actions, judgments, and decisions taking into consideration students' needs, backgrounds and interests.

### GUIDING PRINCIPLE #9



Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Include an **integrated and balanced approach** to reading, writing, and communication (speaking, listening and language) aligned to Washington State Learning Standards.

### GUIDING PRINCIPLE #10



Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Use intentionally sequenced and recursive grade-level curriculum that includes opportunities to **engage with a variety of complex, multi-mode texts** to enrich vocabulary and support comprehension.

### GUIDING PRINCIPLE #11



Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Incorporate Culturally **Responsive Teaching** (CRT) that provides greater access and success for all students within a rigorous curriculum.

### GUIDING PRINCIPLE #12



Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

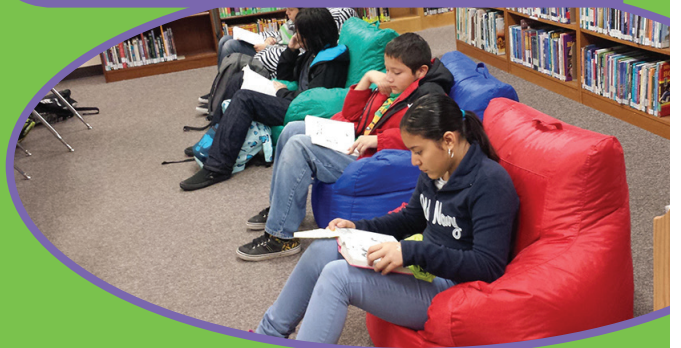
Offer strategies and scaffolds in whole group, small group and one-on-one settings to shift students from **dependent to independent learners** as well as address individual literacy learning needs.

### GUIDING PRINCIPLE #13



Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

**Move between DOK levels**, developing both surface and deeper learning, and promoting transfer of skills and knowledge in and beyond the ELA classroom.



## HOW DOES THIS CONNECT TO MY WORK?



### Questions to consider before, during and after reading



2

How do I use the elements of text complexity to support and engage my students?

4

What vocabulary strategies am I using to help students grapple with unknown words in context? How am I determining which words to explicitly focus on to increase comprehension?

6

How am I moving students from dependent to independent learning?

8

Where in my lesson have I included quality questions that will build surface level learning (DOK 1) as well as identifying or summarizing (DOK 2), critical analysis and evaluation (DOK 3), and/or synthesizing and evaluating from multiple sources and perspectives (DOK 4)?

1

When planning a lesson or unit, how am I insuring the balance between authentic reading, writing, speaking and listening?

3

How am I incorporating thinking strategies into my lessons that teach students to be thoughtful and critical readers and writers?

5

Which of my students will need scaffolded support, differentiation or extensions? Where and when will I intentionally build these approaches into my lessons?

7

What elements of my students' life experiences, culture or background could strengthen learning for all?

## GUIDING PRINCIPLE #9



Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Include an **integrated and balanced approach** to reading, writing, and communication (speaking, listening and language) aligned to Washington State Learning Standards.

What does this look like in a high-quality ELA classroom? Students are...

Engaged in literacy activities that blend reading, writing, speaking and listening using complex grade level texts that promote discussions with peers, attentively listen for similar and differing ideas and opinions, and authentically write about what they've read and discussed considering both audience and purpose.

## WHAT DO THE EXPERTS HAVE TO SAY?



Reading, speaking, listening, writing, and viewing together compose the language arts. However they are organized, the emphasis should be on a meaningful amount of dedicated time each day for instruction, including students reading independently, talking about their learning with others, and writing about their reading.

Adapted from *Teaching Literacy in the Visible Learning Classroom*, Fisher, Frey Hattie & Thayre) p. 10



Reading and writing are mutually supportive processes; therefore, gaining insight in reading deepens insight into writing and vice versa. For example, when a reader develops an understanding of a structure, an organizing principle, a reading strategy, or insights into the elements of story, she also gains a window into understanding how to assemble texts as a writer. This developing knowledge, especially if made explicit, will change the way she approaches texts as both reader and writer. Understanding reading gives the learner yet another way of making sense of the text unfolding in her mind as she reads. And it gives her a new set of options for creating texts as she writes.

*Writers are Readers*, Laminack & Wadsworth (2015) page vii

Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. The standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read.

Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as ignite and commit). The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading. They ask students to determine word meanings, appreciate the nuances of words, and steadily expand their range of words and phrases. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.

*Common Core State Standards – Key Shifts in English Language Arts*

To teach thinking consistently . . . we should treat it as a fundamental literacy skill, whether the language in question is algebra or English. There is no question that reading, writing, speaking, and listening are interconnected skills that develop synergistically. They are also the key to teaching thinking. The more fluent students become as readers, writers, speakers, and listeners, the clearer, more coherent, and more flexible their thinking will become.

*Thinking Is Literacy, Literacy Thinking*, Roberts & Billings, (2008) Vol 65

Literacy is socially constructed and socially rooted. While there are obviously some solitary moments in the reading and writing process when the reader or writer bends her head over a page, the beginning motive and ending payoff for most literacy work is still profoundly social. In the “real” world, people read and write for some social purpose, to get or give information from or to someone else, for some real reason. The traditional school approach to literacy has cut kids off from this social connection and purpose for literacy, rendering too many reading activities into lonely, alienating exercises. Instead, children grow better amid rich and regular interaction, in classrooms where expression and collaboration are the norm, where there are the norms, where there are many chances to read and write and talk with other readers.

*Best Practice, Today’s Standards for Teaching & Learning in America’s Schools Third Edition*, Zemelman, Daniels, Hyde 2005, p. 58

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# GUIDING PRINCIPLE #10

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Use intentionally sequenced and recursive grade-level curriculum that includes opportunities **to engage with a variety of complex, multi-mode texts** to enrich vocabulary and support comprehension.

What does this look like in a high-quality ELA classroom? Students are...

Strategically approaching different genres of text, including non-print, to make meaning and build vocabulary.

## WHAT DO THE EXPERTS HAVE TO SAY?

Students read a wide range of print and non-print text to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works to build an understanding of the many dimensions of the human experience.

*The Standards for the English Language Arts, NCTE and IRA (1996, reaffirmed 2012).*

One critical concept embraced by both researchers and literacy specialists is that learning to read doesn't end in the elementary grades. Reading becomes more complex as students move into middle and high schools, and teachers need to help students understand difficult text. This may mean that teachers need to develop new strategies and skills for helping students.

*Do I Really Have to Teach Reading – Content Comprehension grades 6-12, Cris Tovani (2004) p.5*

Reading teachers can do more than measure comprehension. With direct, explicit instruction that demonstrates what good readers do, struggling readers can be taught how to comprehend text better... Comprehension is messy. There is no clear-cut path that the brain takes when making sense. There are many roads the mind can travel as it burrows through layer after layer of meaning. Good readers don't read every document, book, or magazine article the same way. They are aware of their thinking and consciously apply reading strategies that will help them cope with the demands of the task.

*I Read it, But I don't Get it, Comprehension Strategies for Adolescent Readers, Cris Tovani 2000 (page 108)*

As a middle or high school teacher, you may even believe that you shouldn't have to work so hard to make up for all the vocabulary and reading comprehension teaching that didn't happen before your students sauntered through your classroom door. Guess what? We have to get over it. Lack of vocabulary knowledge holds serious ramifications for the secondary student, so there is no time for finger-pointing. And to look on the bright side, if we can become successful at developing our students' word knowledge, their reading comprehension and academic achievement will dramatically improve. Word knowledge is directly related to a learner's content learning, especially through reading (see Flood, Lapp, and Fisher 2003).

*Wordwise & Content Rich, Fisher, Frey (2008) p.4*



## GUIDING PRINCIPLE #11

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Incorporate Culturally **Responsive Teaching** (CRT) that provides greater access and success for all students within a rigorous curriculum.

What does this look like in a high-quality ELA classroom?  
Students are...

Practicing and engaging in information processing and application at high levels in a trusting, low stress environment with scaffolding and support from staff and peers as a result of strong relationships, cultural knowledge, learning partnerships and the balance of rigor, expectations, and support.

### WHAT DO THE EXPERTS HAVE TO SAY?

Addressing the cultural differences between teachers and students requires what educational researcher Gloria Ladson-Billing describes as culturally relevant pedagogy. This approach to teaching advocates for a consideration of the culture of the students in determining the ways in which they are taught. Unfortunately, this approach cannot be implemented unless teachers broaden their scope beyond traditional classroom teaching.

*For White Folks Who Teach in the Hood,*  
Christopher Emdin (2016), p. 10

I define culturally responsive teaching simply as...  
An educator's ability to recognize students' cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. All the while, the educator understands the importance of being in relationship and having a social-emotional connection to the student in order to create a safe space for learning.

*Culturally Responsive Teaching & the Brain,*  
Hammond (2015) p.15

## GUIDING PRINCIPLE #12

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Offer strategies and scaffolds in whole group, small group and one-on-one settings to shift students from **dependent to independent learners** as well as address individual literacy learning needs.

What does this look like in a high-quality ELA classroom?  
Students are...

Using scaffolds as an entry point when needed, while moving to more independent learning as their skills progress.

### WHAT DO THE EXPERTS HAVE TO SAY?

Independent learning is not "do-it-yourself school." Students should be engaged in tasks that require them to apply what they have learned and that allow them to ask new questions about the world around them. Independent learning should build students' metacognitive skills while allowing the teacher to determine areas of additional instructional need. In other words, although independent learning is a critical aspect of the gradual release of responsibility instructional framework, it's one that has been neglected.

*Better Learning Through Structured Teaching,* Fisher, Frey (2014) p.121

When teaching, our job is to make what is implicit, explicit. Explicit instruction means that we show learners how we think when we read. We explicitly teach reading comprehension strategies so that readers can use them to construct meaning. We are likely to teach a strategy by modeling it; guiding students in its practice in large groups, small groups, and pairs; and providing large blocks of time for students to read independently and practice using and applying it. This is what Pearson and Gallagher (1983) call the gradual release of responsibility framework for instruction.

*Strategies that Work,* Harvey & Goudvis (2017) p.59

The learning continues, and in fact deepens, when students are able to employ what they have been learning. This can occur in four possible ways...

- Fluency building is especially effective when students are in the surface learning phase and need spaced practice opportunities to strengthen automaticity. For instance, students who play online vocabulary games, or who read books independently, are engaged in fluency-building independent learning.
- Application is arguably the most common approach to independent learning. Students engaged in application of learning are consolidating their knowledge through the transfer of skills to contexts similar to the situation in which they initially learned.
- Spiral review, a third approach to independent learning, is one in which students revisit previously mastered content in order to prevent learning recidivism due to infrequent use.
  - Extension is a fourth kind of independent learning in which students are asked to use what they have learned in a new way. This often requires that they research on their own and find additional information.

Independent learning tasks require that students develop habits of learning.

*Teaching Literacy in the Visible Learning Classroom*, Fisher, Frey, Hattie, Thayre (2017) p.67-68, 129

## GUIDING PRINCIPLE #13

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

**Move between DOK levels**, developing both surface and deeper learning, and promoting transfer of skills and knowledge in and beyond the ELA classroom.

**What does this look like in a high-quality ELA classroom? Students are...**

Engaging in literacy tasks that, for example, require:

- reading text with surface understanding (literal) and simple paraphrasing of specific details (DOK 1).
- drawing meaning from text using organizational structure, evidence and context, or summarizing (DOK 2).
- analyzing to make inferences, critical reading to attest credibility and bias, apply reasoning to explain, connect or generalize ideas (DOK 3).
- the application of conceptual understanding and higher-order thinking over an extended period of time, possibly using multiple sources (DOK 4).

## WHAT DO THE EXPERTS HAVE TO SAY?

At the heart of College and Career Readiness is the need to increase the level of rigor in our classrooms for all students. The Common Core State Standards are a step in the right direction. However, the standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Norman Webb's Depth-of-Knowledge (DOK) schema has become one of the key tools educators can employ to analyze the cognitive demand (complexity) intended by the standards, curricular activities, and assessment tasks. Webb (1997) developed a process and criteria for systematically analyzing the alignment between standards and test items in standardized assessments. Since then the process and criteria have demonstrated application to reviewing curricular alignment as well. The model categorizes assessment tasks by different levels of cognitive expectation, or depth of knowledge, required to successfully complete the task. Hess (2004-2012) further articulated the model with content specific descriptions for use by classroom teachers and organizations conducting alignment studies.

*A Guide for Using Webb's Depth of Knowledge with Common Core State Standards*, Hess (2013) p.4

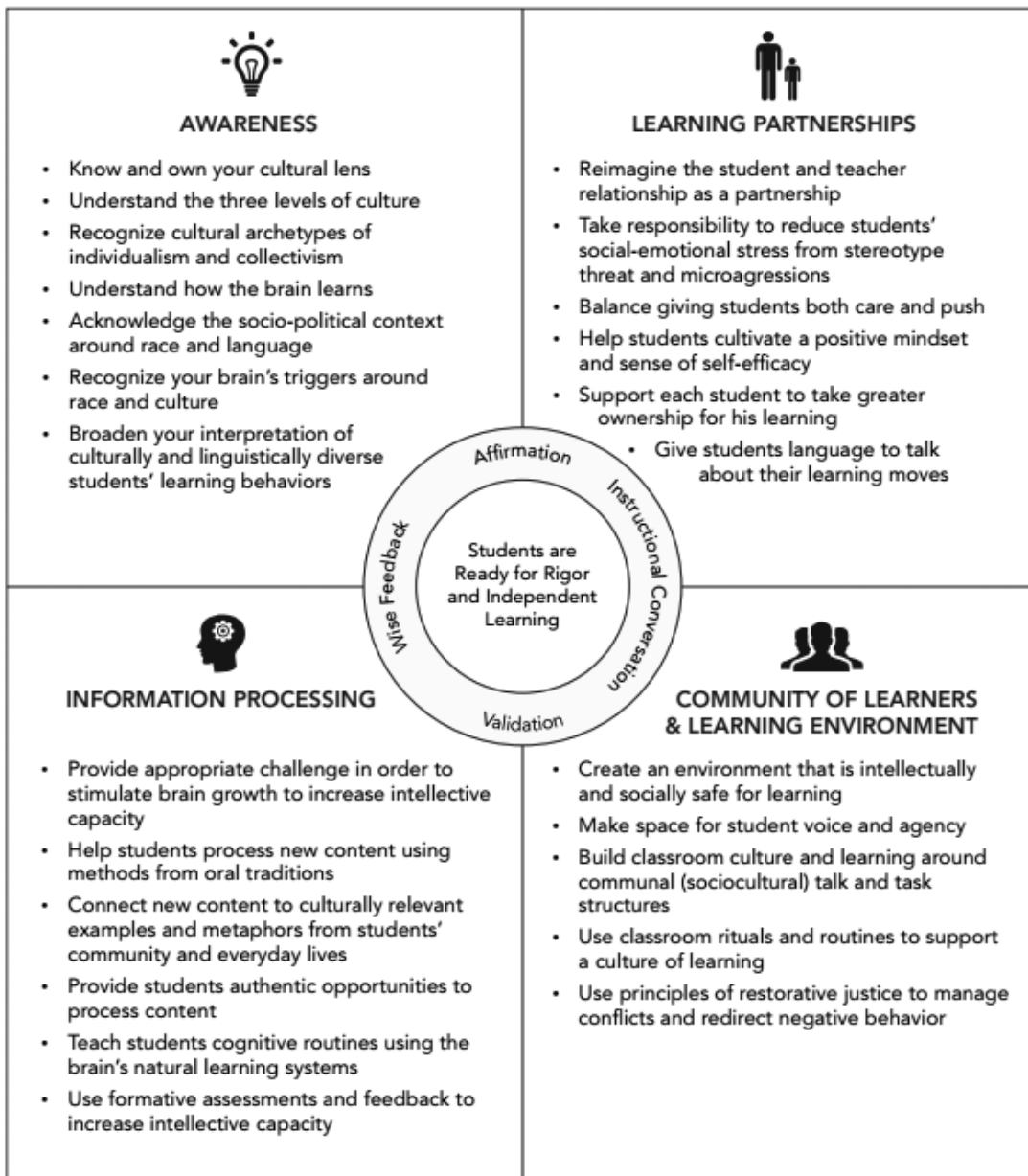


## READY FOR RIGOR FRAMEWORK

Zaretta Hammond's rigor framework organizes key areas of teacher capacity building that set the stage for helping students move from being dependent learners to self-directed, independent learners. Use this tool as a way to reflect on how your current classroom practices align with the key ideas in Hammond's framework. Consider using this resource in a coaching cycle with your Instructional Coach.

## READY for RIGOR

### A Framework for Culturally Responsive Teaching



Go to:

*Culturally Responsive Teaching & the Brain*, Hammond (Corwin) 2015 p.17 for further information and detailed explanations.

## BUILDING INTELLECTUAL CAPACITY

As stated by Zaretta Hammond in her book *Culturally Responsive Teaching & the Brain*, a culturally responsive teacher plans instruction so that students move through the brain's three stages of information processing – input, elaboration, and application. To do that effectively, she offers four instructional levels to help students move through the stages.

STRATEGY	CULTURALLY RESPONSIVE TECHNIQUE	EXAMPLE(S)
Ignite	Getting the brain's attention	<ul style="list-style-type: none"> <li>• <b>Call and Response</b>-a back and forth chant that cues the brain</li> <li>• <b>Music</b>- a multicultural attention getting cue</li> <li>• <b>Provocations</b>- an image, quote, video that evokes emotion</li> <li>• <b>Talk</b>- a short intense semi-structured talk activity</li> </ul>
Chunk	Making information digestible	The brain can only hold a certain amount of information for processing at a time. Give the "big Picture" and then feed students "right sized" bits of information they can digest.
Chew	Actively processing new information	<p>Includes 2 parts-</p> <ul style="list-style-type: none"> <li>• <b>Unstructured think time</b> 5-7 minutes for every 15-20 minutes of content. Students talk, draw or write about they heard and are trying to understand</li> <li>• Use of Cognitive <b>routines</b> for deeper processing-               <ul style="list-style-type: none"> <li>• Similarities and differences</li> <li>• Whole to part</li> <li>• Relationships</li> <li>• Perspectives</li> </ul> </li> </ul> <p>Additional Techniques to help students chew on content-</p> <ul style="list-style-type: none"> <li>• <b>Talk to Learn</b>- We learn best when we are can process new information with existing content by talking to others</li> <li>• <b>Rhythmic Mnemonics in song or spoken word poetry</b>-have students write their own raps, songs, or spoken word pieces about the content</li> <li>• <b>Story-ify the content</b>- Let students weave together content in story form</li> <li>• Use <b>recursive graphic organizers, infographics or other nonlinguistic Representations</b></li> <li>• <b>Metaphors and Analogies</b> make meaningful connections more obvious</li> <li>• <b>Word Play and Humor</b></li> </ul>
Review	Having a chance to apply new learning to strengthen neural pathways	<p>For new neural pathways to consolidate the learner has to apply their new understanding within 24 hours.</p> <ul style="list-style-type: none"> <li>• <b>Play a game</b></li> <li>• <b>Solve a mystery or real-life problem</b></li> <li>• <b>Work on long term projects</b></li> </ul>

Consider this sequence of learning as you plan out your literacy lessons- for further information and detailed explanations go to: *Culturally Responsive Teaching & the Brain*, Hammond (Corwin) 2015 p.128-138

**Descriptors of DOK Levels for Reading** (based on Webb and Wixson, March 2002 and Webb, *Technical Issues in Large-Scale Assessment*, report published by CCSSO, December 2002)

**Level 1** requires students to use simple skills or abilities to recall or locate facts from the text. The focus is on basic initial comprehension, not on analysis or interpretation. Items require only a shallow/literal understanding of text presented and often consist of verbatim recall from text, or simple understanding of a single word or phrase.

**Level 2** requires both initial comprehension and subsequent processing of text or portions of text. Important concepts are covered, but not in a complex way. GLEs/items at this level may include words such as paraphrase, summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion. Literal main ideas are stressed. Items may require students to apply skills and concepts that are covered in Level 1.

**Level 3** requires deep knowledge. Students are encouraged to go beyond the text and are asked to explain, generalize, or connect ideas. Students must be able to support their thinking, citing references from the text or other sources. Items may involve abstract theme identification, inferences between or across passages, students' application of prior knowledge, or text support for an analytical judgment made about a text.

**Level 4** requires complex reasoning, planning, developing, and thinking most likely over an extended period of time, such as comparing multiple works by the same author or from the same time period. The extended time period is not a distinguishing factor if the required work is only repetitive and doesn't require applying a significant conceptual understanding and higher-order thinking. Level 4 assessments should be done only at the local level.

1 August 2004 Compiled by Karin Hess, National Center for Assessment, Dover, NH  
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**Descriptors of Levels for Writing** (based on Webb, March 2002 and Webb, *Technical Issues in Large-Scale Assessment*, report published by CCSSO, December 2002)

**Level 1** requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis, but basic ideas.

**Level 2** requires some mental processing, such as beginning to connect ideas using a simple organizational structure. At this level, students are engaged in first draft writing for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure for such things as composing a short, accurate summary.

**Level 3** requires some higher-level mental processing. Students are developing multi-paragraph compositions that may include complex sentence structures or demonstrate some synthesis and analysis. Revisions are made to the writing to improve precision of language used and to produce a logical progression of ideas

**Level 4** Higher-level thinking is central to this level. Multi-paragraph compositions demonstrate synthesis, analysis, and evaluation of complex ideas or themes and evidence of a deep awareness of purpose and audience. Synthesis and analysis of information from multiple sources often includes identifying the complexities, discrepancies, and/or the differences in perspectives found in each medium.

1 2005 Compiled by Karin Hess, National Center for Assessment, Dover, NH

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## DOK Question Stems

### DOK 1

- Can you recall \_\_\_\_?
- When did \_\_\_\_ happen?
- Who was \_\_\_\_?
- How can you recognize \_\_\_\_?
- What is \_\_\_\_?
- How can you find the meaning of \_\_\_\_?
- Can you recall \_\_\_\_?
- Can you select \_\_\_\_?
- How would you write \_\_\_\_?
- What might you include on a list about \_\_\_\_?
- Who discovered \_\_\_\_?
- What is the formula for \_\_\_\_?
- Can you identify \_\_\_\_?
- How would you describe \_\_\_\_?

### DOK 2

- Can you explain how \_\_\_\_ affected \_\_\_\_?
- How would you apply what you learned to develop \_\_\_\_?
- How would you compare \_\_\_\_?  
Contrast \_\_\_\_?
- How would you classify \_\_\_\_?
- How are \_\_\_\_ alike? Different?
- How would you classify the type of \_\_\_\_?
- What can you say about \_\_\_\_?
- How would you summarize \_\_\_\_?
- How would you summarize \_\_\_\_?
- What steps are needed to edit \_\_\_\_?
- When would you use an outline to \_\_\_\_?
- How would you estimate \_\_\_\_?
- How could you organize \_\_\_\_?
- What would you use to classify \_\_\_\_?
- What do you notice about \_\_\_\_?

### DOK 3

- How is \_\_\_\_ related to \_\_\_\_?
- What conclusions can you draw \_\_\_\_?
- How would you adapt \_\_\_\_ to create a different \_\_\_\_?
- How would you test \_\_\_\_?
- Can you predict the outcome if \_\_\_\_?
- What is the best answer? Why?
- What conclusion can be drawn from these three texts?
- What is your interpretation of this text? Support your rationale.
- How would you describe the sequence of \_\_\_\_?
- What facts would you select to support \_\_\_\_?
- Can you elaborate on the reason \_\_\_\_?
- What would happen if \_\_\_\_?
- Can you formulate a theory for \_\_\_\_?
- How would you test \_\_\_\_?
- Can you elaborate on the reason \_\_\_\_?

### DOK 4

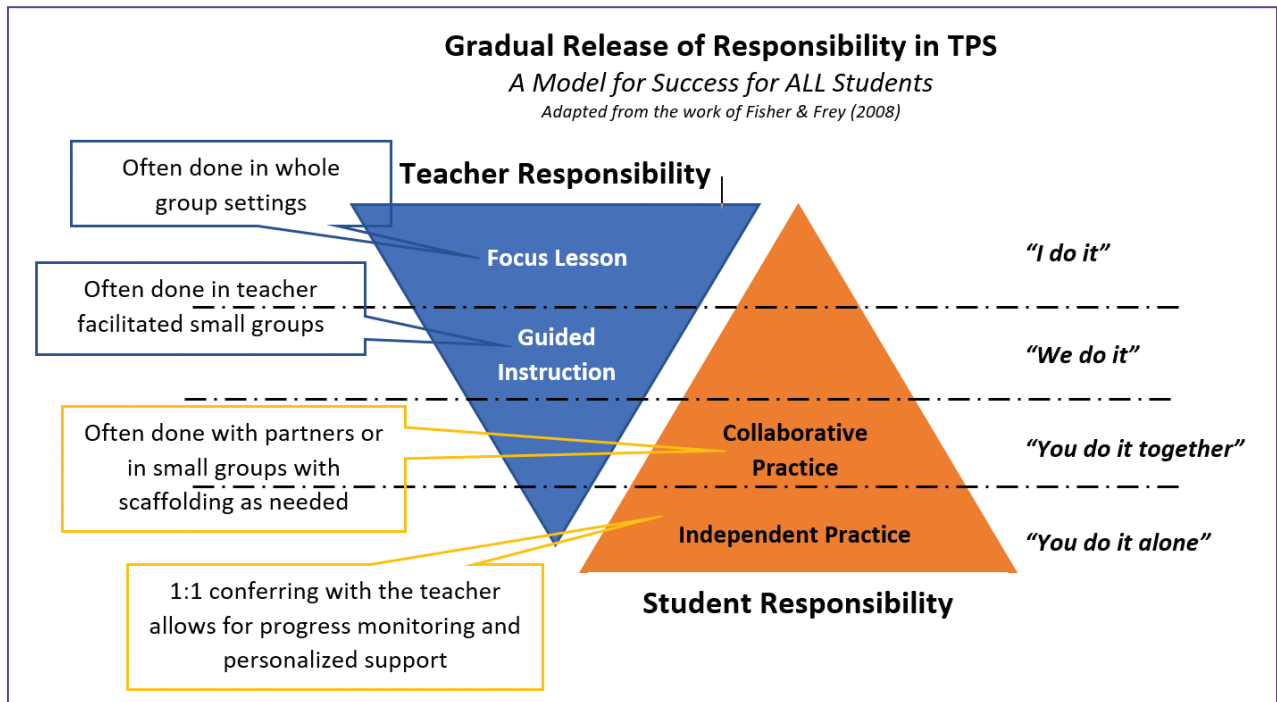
- Write a thesis, drawing conclusions from multiple sources.
- Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.
- Write a research paper on a topic.
- Apply information from one text to another text to develop a persuasive argument.
- What information can you gather to support your idea about \_\_\_\_?
- DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.
- DOK 4 requires time for extended thinking.

From Depth of Knowledge – Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom Developed by Dr. Norman Webb and Flip Chart developed by Myra Collins

## GRADUAL RELEASE OF RESPONSIBILITY

One tried and true method of incrementally transferring responsibility from teacher to student as literacy skills and strategies are taught is called the “gradual release of responsibility” model. The ultimate goal is for the student to independently practice the skills and strategies, to self-monitor, and to apply this learning as the teacher observes.

While Fisher and Frey maintain that there should always be a give and take between teacher and student responsibility, they do not necessarily see this as a linear process. At times a lesson may start with the teacher explaining a task with students immediately trying the task independently before any kind of supports are put in place. This approach places value on “productive struggle” which builds stamina and encourages problem solving.



## CLOSE READING

A significant body of research links the close reading of complex text—whether the student is a struggling reader or advanced—to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness. (Partnership for Assessment of Readiness for College and Careers, 2011, p. 7)

In Kate Roberts and Christopher Lehman’s book, *Falling in Love with Close Reading*, the authors identify six central tenets that hold true for effective close reading instruction.

### *Powerful Close Reading Instruction . . .*

1. must raise engagement and joy, not diminish it
2. must lead to student independence, not dependence on teacher’s prompting
3. must be one piece of your reading instruction, not the only part of your instruction
4. must allow time for students to read for extended periods and across many pages of text, not interrupt time spent reading with activities
5. must be repeated across time and involve lots of opportunities for practice, not be a one-time, off-the-checklist activity
6. must be designed in response to the strengths and needs of our students, not planned solely to match a book or fit a scope and sequence

For more information on this resource, check out Kate Roberts and Christopher Lehman’s book, *Falling in Love with Close Reading*, Heinemann, 2014

## CLOSE READING

In their book *A Close Look at Close Reading: Teaching Students to Analyze Complex Texts, Grades 6–12* (ASCD 2017) Diane Lapp, Barbara Moss, Maria Grant, and Kelly Johnson lay out a step by step process for implementing close reading with secondary students. The chart below is adapted from their work.

### 10 Steps to Close Reading Instruction

**2** **Have students prepare the text** by numbering paragraphs, chunks, or lines of text. The numbered sections enable students to refer to specific evidence or ideas they are sharing.

**1** **State and post the purpose for the close reading.** Knowing the learning target helps students understand their reasons for reading.

**3** **For the FIRST PHASE, focus students on what the text says.** Ask prepared text-dependent questions (TDQs) that prompt students to acquire a general understanding of what's going on in the text and note key details. Have them annotate the text to highlight evidence that supports their answers, and then ask them to partner or table talk to discuss and refine this general understanding.

**4** **Observe and support students** as they engage in this round of reading and discussion, and provide scaffolds as needed.

**6** **Observe and support students** as they engage in this round of reading and discussion, and provide scaffolds as needed.

**5** **For the SECOND PHASE, focus students on how the text works.** Ask prepared TDQs that prompt students to explore the author's craft and purpose, including the vocabulary and text structures used. Have them annotate the text to highlight evidence that supports their answers, and then ask them to partner or table talk to discuss and refine this general understanding.

**7** **For the THIRD PHASE, focus students on what the text means.** Ask prepared TDQs that prompt students to explore the more challenging aspects of the text, including inferred meanings, opinions, arguments, and intertextual connections.

**8** **Observe and support students** as they engage in this round of reading and discussion, and provide scaffolds as needed. Conduct any additional rounds of rereading.

**9** **Assign a written response** (e.g., exit slips, a paragraph, a summary sentence) linked to the stated lesson purpose and designed to assess student understanding.

**10** **Build on the close reading session.** Use the observations made during the session and students' written responses to plan extension activities, design new questions to promote deeper analysis, or inform reteaching instruction.

### What is effective writing?

#### Effective writing:

- **Achieves the writer's goals.** These goals can be set by the writer or teacher, or through collaboration between the writer, teacher, and/or peers.
- **Is appropriate for the intended audience and context.** For example, a persuasive text written for a school newspaper may look different than one written for an online forum.
- **Presents ideas in a way that clearly communicates the writer's intended meaning and content.** The writer's ideas are well-organized and clear to the reader, and expressed effectively.
- **Elicits the intended response from the reader.** For example, a persuasive text compels the reader to take action, whereas a mystery novel elicits feelings of suspense or surprise from the reader.

#### THIS WORK INCLUDED THREE RECOMMENDATIONS:

##### RECOMMENDATION 1.

Explicitly teach appropriate writing strategies using a Model-Practice Reflect instructional cycle.

- Explicitly teach appropriate writing strategies.
  - Explicitly teach strategies for planning and goal setting, drafting, evaluating, revising, and editing.
  - Instruct students on how to choose and apply strategies appropriate for the audience and purpose.
- Use a Model Practice-Reflect instructional cycle to teach writing strategies.
  - Model strategies for students.
  - Provide students with opportunities to apply and practice modeled strategies.
  - Engage students in evaluating and reflecting upon their own and peers' writing and use of modeled strategies.

##### RECOMMENDATION 2.

Integrate writing and reading to emphasize key writing features.

- Teach students to understand that both writers and readers use similar strategies, knowledge, and skills to create meaning.
- Use a variety of written exemplars to highlight the key features of texts.

##### RECOMMENDATION 3.

Use assessments of student writing to inform instruction and feedback.

- Assess students' strengths and areas for improvement before teaching a new strategy or skill
- Analyze student writing to tailor instruction and target feedback.
- Regularly monitor students' progress while teaching writing strategies and skills.

## KEY FEATURES OF EXEMPLARS FOR DIFFERENT TEXT TYPES

This useful document goes into detail about each recommendation along with examples and ideas for implementation. The following chart is one example of ways to examine writing exemplars as mentor texts.

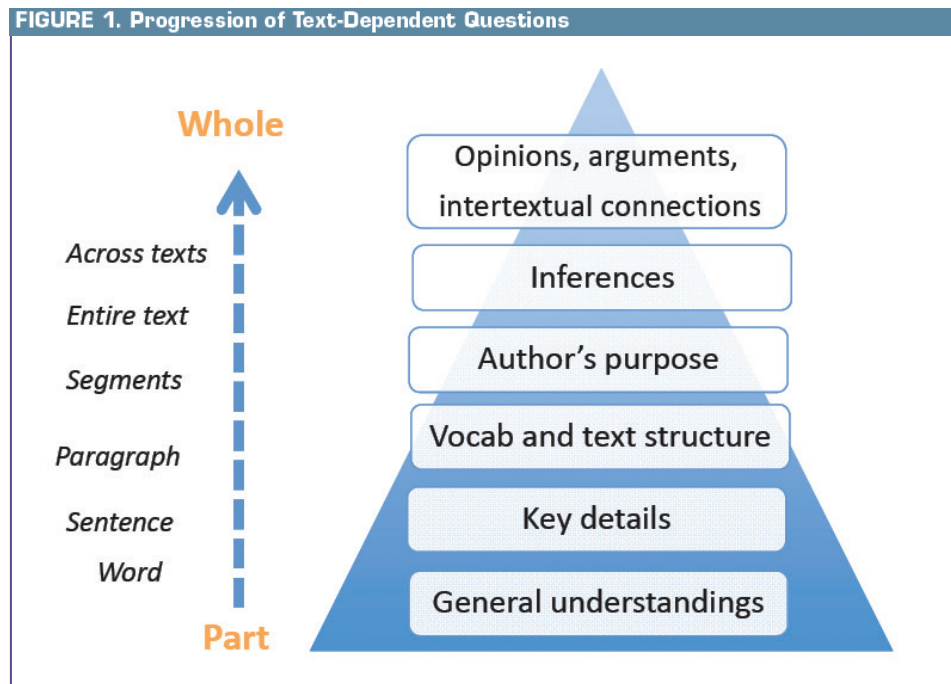
TYPES OF TEXTS	FEATURES
Argumentative	<ul style="list-style-type: none"> <li>• A proposition (the major premise of the argument)</li> <li>• Claims on which the proposition is built</li> <li>• Supporting evidence (facts and/or opinion)</li> <li>• Well supported generalization (not fallacious reasoning)</li> <li>• Incorporation of anticipated objections</li> <li>• Strong closure</li> </ul>
Descriptive	<ul style="list-style-type: none"> <li>• Description of the person, place, object, or event</li> <li>• Use of descriptive and figurative language to help readers visualize the person, place, object, or event</li> <li>• Qualities or characteristics may be listed or arranged in a particular order</li> <li>• Concrete details (sight, taste, touch, smell, sound, and movement) to bring the subject to life</li> </ul>
Narrative	<ul style="list-style-type: none"> <li>• A setting</li> <li>• An introduction of characters</li> <li>• A problem or goal</li> <li>• An attempt to solve the problem—often multiple unsuccessful attempts or embedded episodes of attempts within attempts</li> <li>• A solution to the problem</li> <li>• A resolution, conclusion, and/or moral</li> </ul>
Informational	<ul style="list-style-type: none"> <li>• A topic or theme (may be repeated)</li> <li>• Present tense to evoke a timeless or generalizing quality</li> <li>• Technical vocabulary</li> <li>• Descriptive attributes and characteristic events</li> <li>• Definitions or explanations of terms</li> <li>• Visual elements such as diagrams, tables, and charts</li> </ul>
Technical	<ul style="list-style-type: none"> <li>• Specialized topic</li> <li>• Instructions about how to do something</li> </ul>
Persuasive	<ul style="list-style-type: none"> <li>• Main point or argument</li> <li>• Motivation and arguments for key points (including need, significance, and benefits)</li> <li>• Supporting evidence</li> </ul>
Reflective	<ul style="list-style-type: none"> <li>• A concrete occasion or anecdote in the beginning</li> <li>• Reflection of the universal significance of the occasion or anecdote</li> <li>• A process of discovery</li> <li>• A lesson about human nature in the conclusion</li> <li>• Rich concrete details and sensory description</li> </ul>
Expressive	<ul style="list-style-type: none"> <li>• First person with informal language (i.e., contractions, slang)</li> <li>• Often has dialogue</li> <li>• Chronological organization</li> <li>• Lots of description with extensive use of adjectives</li> <li>• Feelings are described in detail</li> <li>• Active verbs</li> </ul>

To access the full document go to: [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_secondary\\_writing\\_110116.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_secondary_writing_110116.pdf)

## TEXT-DEPENDENT QUESTIONS

Text-dependent questions do not have to exclusively focus on recall and recitation of information. Instead, they can be invitations for students to think deeply about a text and compare it with their own perspectives and experiences. Text-dependent questions do require that students provide evidence from the text and encourage students to reread the text...

This chart from Fisher and Frey's *Engaging the Adolescent Learner* April 2012 article, shows that text-dependent questions can focus on a single word all the way to an entire text. It also indicates, although not a rigid hierarchy, that the frequency of types of questions ranges according to the complexity.



**General Understanding:** These questions ensure that students grasp the overall view of the text. Often they are global questions, but questions that require that students demonstrate an understanding of what the author really said.

**Key details:** These text-dependent questions require that readers pay attention to the details.

**Vocabulary and text structure:** These text-dependent questions focus on the specific words and phrases the author uses as well as the structure of the text. This requires that the reader bridge literal and inferential meanings, noting both denotation (literal or primary word meanings) and connotation (the idea or feeling that a word invokes) as well as the shades of meaning elicited by the word choice.

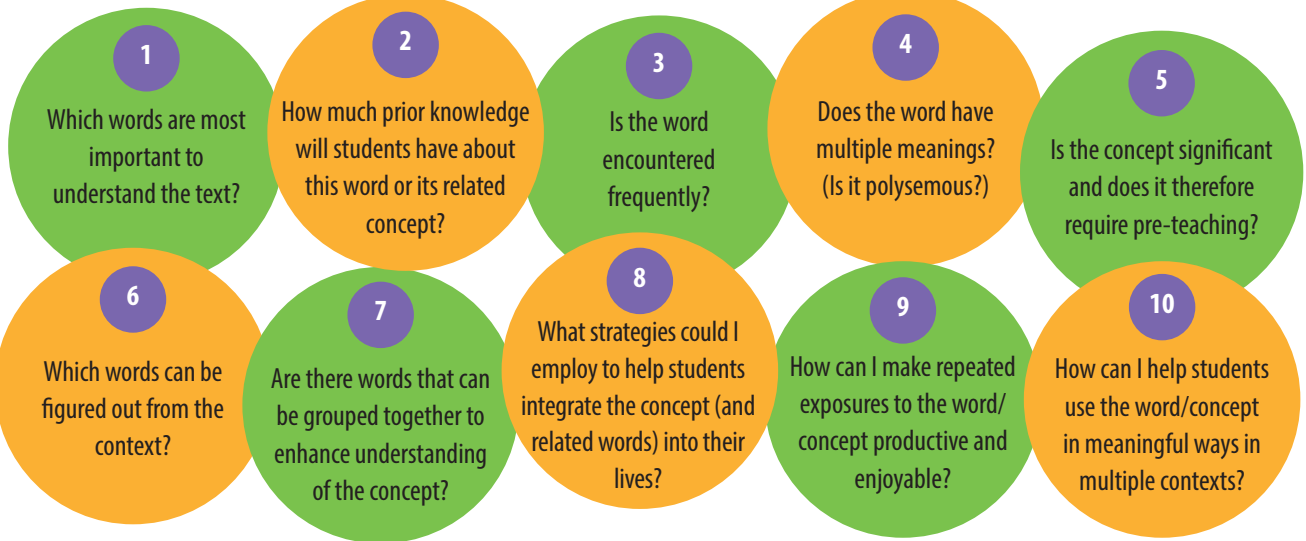
**Author's purpose:** Although often not specifically stated, there is a purpose for each text. Sometimes, the genre helps the reader understand the author's purpose. Was the specific text written to entertain, explain, inform, or persuade? Other times, the way in which the author constructs the text—the point of view—helps readers determine the purpose.

**Inferences:** Inferences are more than guesses or simply telling students to “read between the lines.” Readers should know how to probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole. Text-dependent questions should allow students to consider the information that is provided and then make informed extrapolations from the information provided.

**Opinions, arguments, and intertextual connections.** The final category of text-dependent questions are often the questions that teachers like to ask because these questions tend to generate a lot of discussion and personal connections. When they follow a discussion built on text-dependent questions, they work well for this purpose. If they are used in place of text-dependent questions, the risk is that students will answer and not need to read the text.

## VOCABULARY

In her book *Words, Words, Words, Teaching Vocabulary in Grades 4-12*, Janet Allen discusses teaching words at different levels depending on their importance, frequency, and applicability to other contents. She developed a series of 10 questions to ponder prior to starting a unit or novel-



She goes on to say that secondary students need both extensive reading and direct instruction on effective word learning strategies.

## VOCABULARY

Below you will find one example of an effective way to teach new words. In his article, *Vocabulary Instruction in the Middle Grades*, Michael Graves uses this Clue Web graphic organizer to help readers develop context clue skills.

Graves | Vocabulary Instruction in the Middle Grades

### Clue Web

Where is it?	What does it look, smell, sound, taste and/or feel like?	What does it do?
_____	_____	_____
_____	_____	_____
Unknown word/object: _____		
What's another word for it?	When does it happen?	What is the opposite of it?
_____	_____	_____
_____	_____	_____
Other Notes: _____		
_____		
_____		

Figure 1. The Clue Web graphic helps students learn to deduce meaning through context clues.

## TIERS OF WORDS

Wondering what words you should focus on when teaching vocabulary?

Three tiers of words have been widely recognized for vocabulary study by Beck, McKeown, and Kucan (2002). The 3 Tiers were later classified by Vacca and Vacca as General, Specialized, and Technical (2007). Tier 1 words are common, everyday words that most children enter school knowing. At the secondary level, Tier 1 words are acquired through wide reading and usually do not need to be taught. Tier 2 words are important for students to know and understand because they are high-frequency words used across content areas. Tier 3 words consist of content-specific vocabulary, words that are often defined in textbooks or glossaries.

**The majority of explicit ELA vocabulary instruction should be focused on Tier 2 words.**

TIER	DEFINITION	EXAMPLES
1	General Vocabulary: Words that are basic for reading and for everyday speech. They are usually learned in the early grades or at home, though not at the same rate by all children.	Baby, chair, phone, food, girl, boy, hero, married, awake, soft
2*	Specialized Vocabulary: These are often referred to as <b>academic</b> words. These words appear in all sorts of contexts and can be found in both in both academic and literary texts. These are significantly under taught at the secondary level but can be the most confusing in different contexts.	Saunter, compare, summarize, annoy, consequence, adjacent, analyze, predict, appeal, register
3	Technical Vocabulary: These words are more common in informational text than in literature. They are often key to understanding new concepts, so they are often defined within the text and are often bound to a specific discipline.	Mitosis, isotope, peninsula, integer, thesis, imperialism, filibuster, allegory, hypotenuse

\*Primary focus of ELA vocabulary instruction.

## A THREE-PART MODEL FOR MEASURING TEXT COMPLEXITY

Since the adoption of the Common Core State Standards the term “Text Complexity” is often emphasized when referring to English Language Arts teaching and learning. But what exactly is “Text Complexity?”

The Common Core Standards’ model of text complexity consists of three equally important parts.

### Qualitative dimensions of text complexity -

Analyzing text for levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.

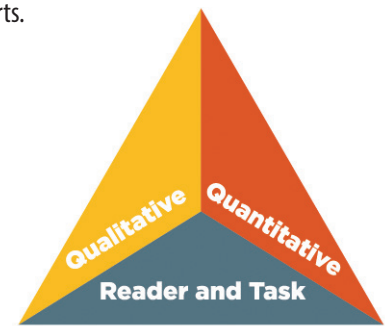
### Quantitative dimensions of text complex-

Examining text for word length or frequency, sentence length, and text cohesion, typically measured by computer software such as Flesch-Kinkade or Lexile.

### Reader and task considerations-

Teachers employing their professional judgment to determining whether a text is appropriate for a given student based on experience, and knowledge of their students and the subject.

*From Appendix A, Common Core State Standards for Literacy*



Publishers often go straight to the quantitative measure because it's so easy to identify but what we know it that if you just use Lexile levels or a comparable system for measurement you may be way off when matching readers to texts. After all, *Curious George Gets a Medal* and *The Sun Also Rises* are relatively equal when it comes to Lexile scores. The more challenging area but possibly more important is the qualitative measure. This can only be done with an analysis and a rubric but a real person. Below you will find a rubric for literary and informational text. Using these will help you determine not only whether a text is appropriate but will also help you teach what makes this text complex and possibly more difficult to comprehend. Try using these when planning scaffolds for your novel study!

## Text Complexity: Qualitative Measures Rubric<sup>1</sup>

### LITERATURE

Text Title _____	Text Author _____	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>TEXT STRUCTURE</b>		<ul style="list-style-type: none"> <li><b>Organization:</b> Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail</li> <li><b>Use of Graphics:</b> If used, illustrations or graphics are essential for understanding the meaning of the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> May include subplots, time shifts and more complex characters</li> <li><b>Use of Graphics:</b> If used, illustrations or graphics support or extend the meaning of the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> May have two or more storylines and occasionally be difficult to predict</li> <li><b>Use of Graphics:</b> If used, a range of illustrations or graphics support selected parts of the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> Is clear, chronological or easy to predict</li> <li><b>Use of Graphics:</b> If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text</li> </ul>
<b>LANGUAGE FEATURES</b>		<ul style="list-style-type: none"> <li><b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language</li> <li><b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li><b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li><b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li><b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li><b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</li> <li><b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li><b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li><b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
<b>MEANING</b>		<ul style="list-style-type: none"> <li><b>Meaning:</b> Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Meaning:</b> Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Meaning:</b> Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety</li> </ul>	<ul style="list-style-type: none"> <li><b>Meaning:</b> One level of meaning; theme is obvious and revealed early in the text.</li> </ul>
<b>KNOWLEDGE DEMANDS</b>		<ul style="list-style-type: none"> <li><b>Life Experiences:</b> Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader</li> <li><b>Intertextuality and Cultural Knowledge:</b> Many references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li><b>Life Experiences:</b> Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers</li> <li><b>Intertextuality and Cultural Knowledge:</b> Some references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li><b>Life Experiences:</b> Explores several themes; experiences portrayed are common to many readers</li> <li><b>Intertextuality and Cultural Knowledge:</b> Few references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li><b>Life Experiences:</b> Explores a single theme; experiences portrayed are everyday and common to most readers</li> <li><b>Intertextuality and Cultural Knowledge:</b> No references or allusions to other texts or cultural elements</li> </ul>

<sup>1</sup> Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).

## Text Complexity: Qualitative Measures Rubric INFORMATIONAL TEXTS

Text Title \_\_\_\_\_ Text Author \_\_\_\_\_

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>TEXT STRUCTURE</b>	<ul style="list-style-type: none"> <li><b>Organization:</b> Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific</li> <li><b>Text Features:</b> If used, are essential in understanding content</li> <li><b>Use of Graphics:</b> If used, intricate, extensive graphics, tables, charts, etc., are extensive and integral to making meaning of the text; may provide information not otherwise conveyed in the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits</li> <li><b>Text Features:</b> If used, directly enhance the reader's understanding of content</li> <li><b>Use of Graphics:</b> If used, graphics, tables, charts, etc. support or are integral to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological</li> <li><b>Text Features:</b> If used, enhance the reader's understanding of content</li> <li><b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict</li> <li><b>Text Features:</b> If used, help the reader navigate and understand content but are not essential to understanding content.</li> <li><b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text</li> </ul>
<b>LANGUAGE FEATURES</b>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Dense and complex; contains considerable abstract, ironic, and/or figurative language</li> <li><b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li><b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li><b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li><b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li><b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely overly academic</li> <li><b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li><b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li><b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
<b>PURPOSE</b>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Subtle and intricate, difficult to determine; includes many theoretical or abstract elements</li> </ul>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete</li> </ul>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Implied but easy to identify based upon context or source</li> </ul>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Explicitly stated, clear, concrete, narrowly focused</li> </ul>
<b>KNOWLEDGE DEMANDS</b>	<ul style="list-style-type: none"> <li><b>Subject Matter Knowledge:</b> Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts</li> <li><b>Intertextuality:</b> Many references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Subject Matter Knowledge:</b> Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts</li> <li><b>Intertextuality:</b> Some references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Subject Matter Knowledge:</b> Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas</li> <li><b>Intertextuality:</b> Few references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Subject Matter Knowledge:</b> Relies on everyday, practical knowledge; includes simple, concrete ideas</li> <li><b>Intertextuality:</b> No references or allusions to other texts, or outside ideas, theories, etc.</li> </ul>

## CONFERRING WITH READERS

Fisher and Frey in their book, *Rigorous Reading* (2013) discuss the power of 1:1 conferences. “Conferring provides the teacher with an excellent assessment opportunity. These conferences allow the teacher to gauge the progress of each student, clarify information, and provide feedback for next steps...These conferences are brief in nature (a few minutes or so) and can be used as a follow-up to inform further scaffolded instruction.”

Patrick Allen has written a book specifically on conferring with students. The following chart captures his process for 1:1 conferences.

### THE RIP MODEL

*Conferring: The Keystone of Reader’s Workshop* by Patrick Allen

#### RESEARCH

Review, Read Aloud, Record

- **Recall** what you already know about this student as a learner.
- **Observe** the student. This may mean watching from afar, watching up close while the student works (perhaps looking at the notes they have made to help their thinking, or listening in as they discuss a text with a peer), or asking the student to read aloud a bit.
- **Interview** the student to find out what s/he is thinking.
  - Ask, “How’s it going?,” “What are you thinking?”

#### INSTRUCT

Instruction, Insights, Intrigue

- Start by **noticing and supporting** student’s positive intentions and actions.
- **Teach** the student one thing they can try that will raise the level of their interaction with text or content, such as:
  - Monitoring for meaning (does it make sense?) and using fix-up strategies when meaning breaks down.
  - Activating relevant background knowledge
  - Asking questions (“interrogating the text”)
  - Envisioning (visualizing, using sensory images, drawing a picture)
  - Making inferences (reading between the lines)
  - Determining importance
  - Synthesizing (finding the big ideas, watching how your thinking changes over time)
- **Demonstrate** how to use the strategy. Model the kind of thinking you want the student to stretch toward.
- Have the student **try** the strategy while you are there to coach.

#### PLAN

Plan, Progress, Purpose

- Ask the student to **articulate** what s/he will do or apply after you leave the conference. How will s/he practice independently?
- Make a **written record** of the conference.

## THINKING STRATEGY INSTRUCTION

Researchers who have studied thinking processes for proficient learners have concluded that when teachers explicitly focus on, and students know and apply, a small bank of thinking strategies students are better equipped to read and write a variety of texts independently and become informed consumers and constructors of information.

These thinking strategies are nothing new however, less emphasis has been placed on them with the shift to Common Core. None the less, these critical habits of thinking continue to provide students with the tools to grapple with important ideas in all content areas and move toward independence.

7 Thinking Strategies from the work of the Public Education and Business Coalition (PEBC) 2006 & 2013

7 Thinking Strategies from the work of the Public Education and Business Coalition (PEBC) 2006 & 2013

THINKING STRATEGY	COGNITIVE BEHAVIORS
Monitoring for Meaning and Comprehension	<ul style="list-style-type: none"> <li>• Readers pause, consider the meanings in text, and use strategies to enhance understanding.</li> <li>• Writers pause to consider the impact of their work and make conscious decisions about revisions such as; turning a small piece into a larger project, when revisions are complete, or when to abandon a piece.</li> </ul>
Activating, Using and Building Background Knowledge	<ul style="list-style-type: none"> <li>• Readers use schema about authors and genre to better understand text.</li> <li>• Writers think about and use what they know about genre, text structure, and conventions as they write.</li> </ul>
Asking Questions	<ul style="list-style-type: none"> <li>• Readers ask questions to clarify meaning; to make predictions; to determine an author's style, content or format; and to locate a specific answer in text or consider rhetorical questions.</li> <li>• Writers' questions lead to revision in their own pieces and in the pieces to which they respond for other writers.</li> </ul>
Drawing Inferences	<ul style="list-style-type: none"> <li>• Readers know when and how to combine text with their own background knowledge to seek answers to questions.</li> <li>• Writers carefully consider their audience in making decisions about what to describe explicitly and what to leave to the readers' interpretation.</li> </ul>
Determining Importance	<ul style="list-style-type: none"> <li>• Readers use their knowledge of important and relevant parts of text to prioritize what to remember and synthesize text for others.</li> <li>• Writers study other authors' techniques for highlighting important points in their texts.</li> </ul>
Evoking Sensory Images	<ul style="list-style-type: none"> <li>• Readers adapt their images as they read to incorporate new information revealed through the text and to create new interpretations.</li> <li>• Writers create images by selecting powerful words and strong nouns and verbs.</li> </ul>
Synthesizing Information	<ul style="list-style-type: none"> <li>• Readers develop holistic/thematic statements that encapsulate the text's overall meaning.</li> <li>• Writers include cues in their text to help readers determine essential themes and ideas that would need to be included in any synthesis statement.</li> </ul>

NOTECATCHER

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# CLASSROOM ENVIRONMENT & CULTURE



5

GUIDING PRINCIPLES



8

REFLECTIVE QUESTIONS



11

QUOTES FROM THE EXPERTS



3

TOOLS FOR TEACHERS

## WHAT DOES THIS LOOK LIKE IN A SECONDARY ELA CLASSROOM?

In a secondary literacy classroom, environment and culture incorporate a multitude of decisions that emphatically have a direct impact on student learning and morale. The physical environment should be literacy rich, including books, word walls, co-created anchor charts, quotes from favorite authors, examples of student reading and writing, etc. To match your ELA objectives, both in terms of human interaction and your instructional approach, provide flexibility in seating and meeting areas that promote conversation and collaboration—moving away from the “desks in a row”.

Beyond the physical environment, in order to develop a successful classroom culture ELA teachers:

- Truly know their students and believe in their infinite capacity to read and write for understanding.
- Create an atmosphere of warmth and safety where students feel respected and comfortable taking risks, making mistakes, and sharing their thoughts and opinions. Embrace mistakes as learning opportunities.
- Honor individuals’ backgrounds and interests conveyed through reading, writing, speaking and listening experiences. And along with their students, support each other’s needs, and nudge everyone to be stronger literacy learners and better people every day.
- Are aware of and use culturally responsive pedagogy; social-emotional, relational, and cognitive aspects of teaching culturally and linguistically diverse students.
- Foster a positive climate, accentuating student strengths and supporting student challenges.
- Build student agency through independence and confidence.



### GUIDING PRINCIPLE #14

Tacoma Public Schools’ adolescent learners deserve ELA classrooms that...

Cultivate strong, positive student/teacher/peer relationships.

### GUIDING PRINCIPLE #15

Tacoma Public Schools’ adolescent learners deserve ELA classrooms that...

Build a culture that is **socially and intellectually safe**, encourages academic courage, and promotes equity of student voice and agency.

## GUIDING PRINCIPLE #16

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Utilize the **physical space** to foster an environment that allows for both collaborative and independent learning.

## GUIDING PRINCIPLE #17

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Use **effective systems and routines** to maximize instructional time and promotes self-directed learning.

## GUIDING PRINCIPLE #18

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

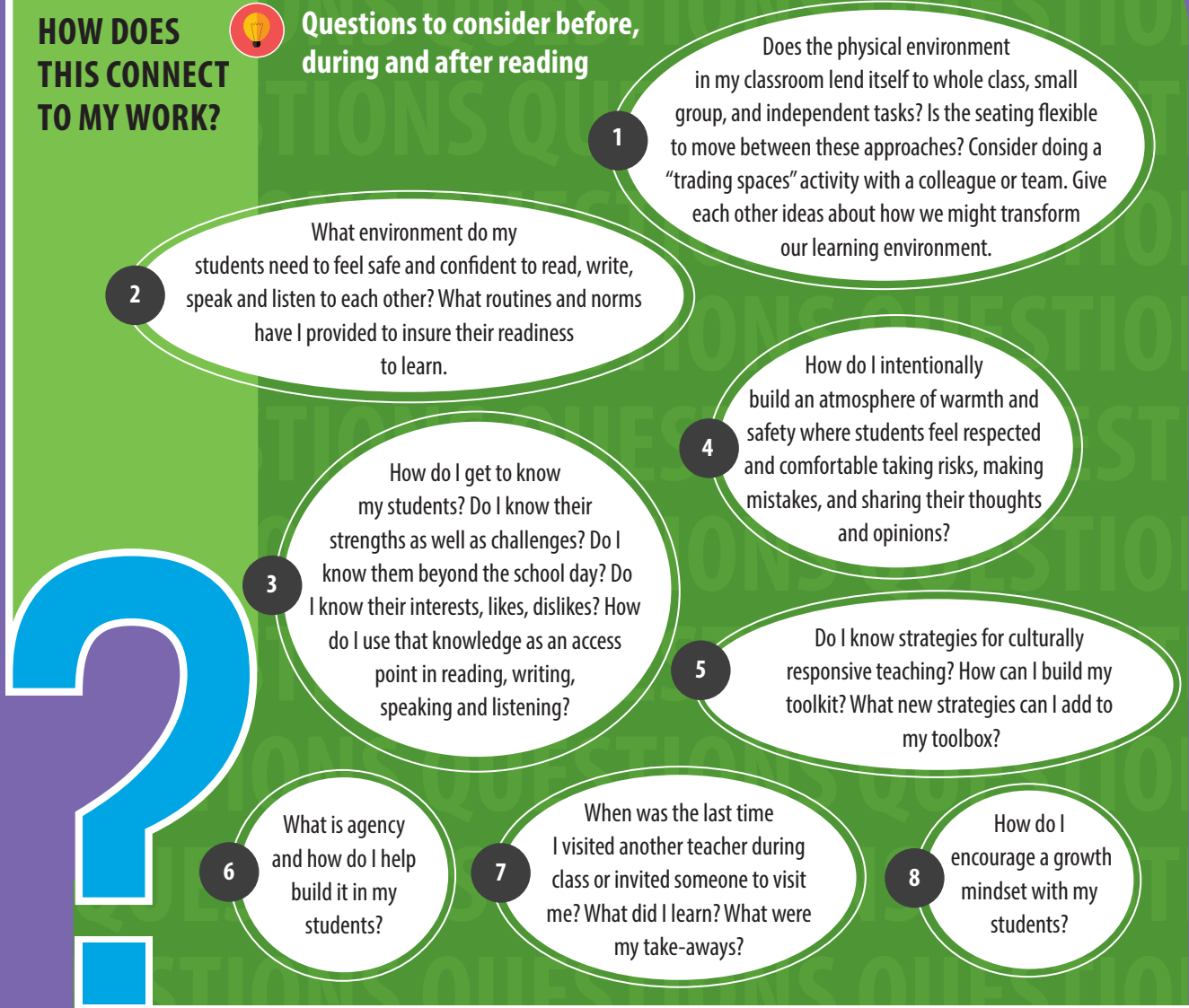
Develop **students' growth mindset and habits of thinking** to optimize and accelerate learning.



### HOW DOES THIS CONNECT TO MY WORK?



#### Questions to consider before, during and after reading



## GUIDING PRINCIPLE #14

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Cultivate strong, positive student/teacher/peer relationships.

What does this look like in a high-quality ELA classroom? Students are...

Positively interacting with peers and adults.

### WHAT DO THE EXPERTS HAVE TO SAY?

“A review of the research shows that authors have a lot to say about positive relationships with students. Thompson (1998) says, “The most powerful weapon available to secondary teachers who want to foster a favorable learning climate is a positive relationship with our students” (p. 6). Canter and Canter (1997) make the statement that we all can recall classes in which we did not try very hard because we didn't like our teachers. This should remind us how important it is to have strong, positive relationships with our students. Kohn (1996) goes a step further, saying, “Children are more likely to be respectful when important adults in their lives respect them. They are more likely to care about others if they know they are cared about” (p. 111). Marzano (2003) states that students will resist rules and procedures along with the consequent disciplinary actions if the foundation of a good relationship is lacking... And according to Zehm and Kottler (1993), students will never trust us or open

themselves up to hear what we have to say unless they sense that we value and respect them.

*Preventing and Solving Discipline Problems,*  
Boynton and Boynton (2005) p.2

“Building caring and trusting relationships between you and your students and among the students is your first, most powerful strategy for successfully teaching any student, but especially those who live in poverty...The nature of the student-teacher relationship is fundamental to everything else that happens in our classrooms. Relationships characterized by mutual respect and trust increase student effort and motivation (Quaglia, Fox, & Corso, 2010); build resilience (Johnson, 2008, Stride & Cutcher, 2015); and improve academic achievement (Bryk & Schneider, 2002, Hattie, 2009).

*Disrupting Poverty,* Budge & Parrett (2018) p.51

## GUIDING PRINCIPLE #15

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Build a culture that is **socially and intellectually safe**, encourages academic courage, and promotes equity of student voice and agency.

What does this look like in a high-quality ELA classroom? Students are...

Comfortable sharing thoughts and opinions.

### WHAT DO THE EXPERTS HAVE TO SAY?

“The notion of feeling supported as students has also been extensively examined in the classroom environment literature. Helen Patrick and colleagues (Patrick, Ryan, & Kaplan, 2007) found that there is a strong, positive relationship between students' level of motivation and engagement and their perceptions of the classroom environment as being socially supportive. The perception of a climate of mutual respect is required in order for students to increase their use of effective study strategies and increase feelings of confidence about their ability to successfully complete assignments. Furthermore, when students perceive that they receive emotional support and encouragement from their teachers and academic support from their peers they are more likely to be on-task in the classroom and use self-regulated strategies.

*Classroom Environment,* Miller and Cunningham (2011)

<https://www.ortingschools.org/cms/lib03/WA01919463/Centricity/domain/326/purpose/research/Classroom%20Environment%20article.pdf>

The brain's two prime directives are to stay safe and be happy. The brain takes its social needs very seriously and is fierce in protecting an individual's sense of well-being, self-determination, and self-worth along with its connection to community. We cannot downplay students' need to feel safe and valued in the classroom. The brain will not seek to connect with others if it perceives them to be threatening to its social or psychological well-being based on what they say or do.

*Culturally Responsive Teaching & the Brain*, Hammond (2015)

## GUIDING PRINCIPLE #16

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Utilize the **physical space** to foster an environment that allows for both collaborative and independent learning.

What does this look like in a high-quality ELA classroom? Students are...

Able to easily and naturally engage in collaborative and independent learning without disturbing the learning of others.

### WHAT DO THE EXPERTS HAVE TO SAY?

The goal of classroom design is to enrich academic, psychological, and sociological growth. The design of such spaces should be intentionally serendipitous and avoid prescriptive and restrictive behaviors, for both teachers and students. The design of learning spaces should increase levels of engagement, foster active learning and teaching, and support the learning goals of higher education institutions... Comfort is not always a quantifiable phenomenon. But we know that when people are uncomfortable, they are distracted. Temperature, lighting, and furnishings all play a role in a person being comfortable. Psychological comfort is also important. Environments that are intimidating or uninviting will influence the depth of learning that can take place...Educators, researchers, and students are discovering the benefits and advantages of cooperative, active, and engaged learning. Classroom spaces that support such a shift in teaching and learning have lagged behind. A significant opportunity exists for maximizing learning opportunities and creating meaningful experiences by rethinking the classroom experience.

*Rethinking the Classroom*, Herman Miller Inc. (2007)

[https://www.hermanmiller.com/content/dam/hermanmiller/documents/solution\\_essays/se\\_Rethinking\\_the\\_Classroom.pdf](https://www.hermanmiller.com/content/dam/hermanmiller/documents/solution_essays/se_Rethinking_the_Classroom.pdf)

Learning spaces were traditionally designed and configured to support teacher-directed pedagogies, resulting in cellular or box-like designs. As education practices evolve and change, learning spaces need to be designed so that they can keep pace with these changes...The size and configuration of a traditional cellular classroom support a teacher-centered style, with direct instruction occurring from the front of the classroom. Within cellular classrooms, the configuration and location of furniture, fittings, and equipment often enhance this tendency, with the teacher's desk located at the front of the space, accompanied by display media such as a whiteboard, projector screen or interactive whiteboard. In a flexible learning space, physical design supports delivery from multiple locations...By addressing a variety of different learning needs and activities through their size and malleability, flexible learning spaces can support the adaptable delivery of teaching and learning programmes to meet the learning needs of all students.

*The Impact of Physical Design on Student Outcome*, Commissioned by New Zealand Ministry of Education Written by Dr. Gabrielle Wall (2016)

<https://www.education.govt.nz/assets/Documents/Primary-Secondary/Property/School-property-design/Flexible-learning-spaces/FLS-The-impact-of-physical-design-on-student-outcomes.pdf>

## GUIDING PRINCIPLE #17

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Use **effective systems and routines** to maximize instructional time and promotes self-directed learning.

What does this look like in a high-quality ELA classroom? Students are...

Utilizing established routines and systems to maximize learning time.

### WHAT DO THE EXPERTS HAVE TO SAY?

Procedures and routines maximize the efficiency of your classroom; they also reinforce your high behavioral expectations and help ensure a predictable and safe classroom environment by teaching students specific behaviors for specific circumstances. You should develop these procedures and routines with the aim of maximizing your instructional time and minimizing students' off-task time. • Procedures and routines must be taught, modeled, and reinforced, just like rules, consequences, and any other curriculum content...Indeed, procedures serve to help your classroom run smoothly, thereby maximizing instructional time. The amount of time students are actually engaged in learning activities in many classrooms is shockingly low. In one particular study, only 40 percent of the school day was allocated to learning activities. Even in the best of scenarios, your time with your students is frustratingly limited. Given your ambitious goals, you can't afford to waste any time, let alone 60 percent of your time, in your classroom.

*Classroom Management and Culture*, Teach For America (2011)

[http://teachingasleadership.org/sites/default/files/Related-Readings/CMC\\_Ch3\\_2011.pdf](http://teachingasleadership.org/sites/default/files/Related-Readings/CMC_Ch3_2011.pdf)

One of the easiest ways to decrease the amount of negative behavior and increase the amount of positive behavior in your class is to provide a businesslike set of procedures for your students. Being consistent in the way you manage routine tasks will save you and your students valuable hours of wasted time... establish a few simple procedures for routine classroom activities and then a sufficient amount of time teaching these procedures to your students...make sure your students understand why it is necessary to follow these procedures so that their cooperation can be wholehearted.

*Discipline Survival Guide for the Secondary Teacher*, Thompson (2011)

## GUIDING PRINCIPLE #18

Tacoma Public Schools' adolescent learners deserve ELA classrooms that...

Develop **students' growth mindset** and **habits of thinking** to optimize and accelerate learning.

What does this look like in a high-quality ELA classroom? Students are...

Taking charge of their learning and confronting challenging literacy tasks with an open mind and persistence.

### WHAT DO THE EXPERTS HAVE TO SAY?

Explicitly cultivate students' Mindsets and Learning Strategies: Just like anything else we teach students, we must explicitly teach Learning Mindsets and Learning Strategies & Habits for students to take on the beliefs and incorporate strategies into daily living. It is helpful to teach students how their brains work and how to strengthen them, as well as effective learning strategies, tools and habits that best enable them to manage themselves...How can we best prepare students for a world that will require more of them? The most important resource in education reform is the learner's mind. We need to re-ignite the hunger for learning that many students lose along the way. Explicit and embedded work on Learning Mindsets and Learning Strategies & Habits puts students in the driver seat of learning and gives them direction and tenacity to chart their paths to success.

*Mindsets and Student Agency*, Briceno (2014)

<https://www.competencyworks.org/analysis/mindsets-and-student-agency/>

When students had more of a fixed mindset—the idea that abilities are carved in stone, that you have a certain amount and that’s that—they saw challenges as risky. They could fail, and their basic abilities would be called into question. When they hit obstacles, setbacks, or criticism, this was just more proof that they didn’t have the abilities that they cherished. In contrast, when students had more of a growth mindset, they held the view that talents and abilities could be developed and that challenges were the way to do it. Learning something new, something hard, sticking to things—that’s how you get smarter. Setbacks and feedback weren’t about your abilities, they were information you could use to help yourself learn. With a growth mindset, kids don’t necessarily think that there’s no such thing as talent or that everyone is the same, but they believe everyone can develop their abilities through hard work, strategies, and lots of help and mentoring from others.

*How Praise Became a Consolation Prize*,  
Christine Gross-Loh (2016)

<https://www.theatlantic.com/education/archive/2016/12/how-praise-became-a-consolation-prize/510845/>

Deeper learning requires students to think, question, pursue, and create—to take agency and ownership of their learning. When they do, they acquire deeper understanding and skills, and most important, they become more competent learners in and out of school. They become better prepared to succeed in academics, but also in 21st century careers and in life... The transition to the Common Core appropriately demands more of students to better prepare them for success. In order to succeed in that transition, we must also shift the learners’ mind from passive detachment to active engagement and challenge-seeking. We need to develop in students the mindsets, strategies, and habits that cultivate student agency so that students can thrive not only in school but beyond. As we rethink teaching and learning in our transition to Common Core instruction, let’s take the opportunity to also incorporate student agency practices.

*Mindsets and Student Agency*, Briceno (2014)

<https://www.competencyworks.org/analysis/mindsets-and-student-agency/>

## TOOLS FOR TEACHERS

### PROTOCOLS FOR EQUITY OF VOICE

The protocols from the School Reform Initiative are powerful and proven strategies to guide deep dialogue. The link below provides an overview that can help you quickly identify which protocol might best serve your intended purpose, taking into consideration the time available and group size.

#### SAMPLE OF RESOURCE

PROTOCOL	PURPOSE	DISTINGUISHING CHARACTERISTICS	POTENTIAL PROMPTS	TIME NEEDED	GROUP SIZE
Chalk Talk	To have a rich and engaging dialogue with full participation	No one speaks, everyone participates		Up to 30 minutes	Any size
The Block Party	To learn from each other as we reflect on different quotations	Participants have short conversations with multiple partners in a short period of time	Pull from the many online collections of quotations on a topic or cull from a novel you are about to start	15-20 minutes	Any size over 8
Best Ever	To define qualities of excellent work for groups	Participants reflect on and uncover their best work	What is it about the work that made it so excellent?	45-60 minutes	4-5 per group

[https://studentsatthecenterhub.org/wp-content/uploads/2015/04/Using-Dialogue-Protocols-a\\_guide\\_to\\_protocols\\_that\\_support\\_dialogue.pdf](https://studentsatthecenterhub.org/wp-content/uploads/2015/04/Using-Dialogue-Protocols-a_guide_to_protocols_that_support_dialogue.pdf)

School Reform Protocols can be found online at <http://www.schoolreforminitiative.org/protocols/>

# ROOM ARRANGEMENTS- A PICTURE'S WORTH A THOUSAND WORDS!

Try thinking out of the box when designing your room.





6

**Create Ignite Presentations that capture your students' identities:** Ignite is a series of speedy presentations. Presenters get 20 slides, which automatically advance every 15 seconds. The result is a fast and fun presentation which lasts just 5 minutes. Share presentations the first few months of schools with 1-2 each day. Students use their speaking and listening skills to present and/or ask questions in response to the presentation. Look for examples online.

7

**Share personal artifacts-** Students share a personal object that holds meaning for them and represents their life with classmates. This allows students to explore meaningful moments, events, and/or people in their own life, as well as learn about other group members' lives. The process of sharing personal artifacts in a respectful, specific format also develops a safe, classroom community and furthers the process of team building and group cohesion. This activity should be conducted once classroom expectations have been established and there is a foundation of trust among students. <https://civics.sites.unc.edu/files/2012/05/MyPersonalArtifacts.pdf>

8

**Icebreakers-** Icebreakers are short activities used in classes (or meetings) that enable participants to get to know each other and often add laughter, lowering the groups' affective filter and building a feeling of comradery. There are many of these that can be found on-line or in books but here a few to get you started.

**Would you rather..?** Questions may range from silly trivia to more serious content. On the way you might find out some interesting things about your young people! Place a line of tape down the center of the room. Ask the group to straddle the tape. When asked 'Would you rather?' they have to jump to the left or right as indicated by the leader. Don't forget to encourage your adult helpers to join in too! I've included 20 starter questions, just add your own and let the fun begin. Would you rather..? • Watch TV or listen to music? • Own a cat or a dog? • Own a ferret or a snake? • Go to the beach or a mountain? • Be invisible or be able to read minds? • Be the most popular or the smartest person you know? • Make headlines for saving somebody's life or winning a competition? • Go without television or fast food for the rest of your life? • Be handsome/beautiful and dumb or be ugly and really smart? • Always be cold or always be hot? • Not hear or not see? • Eliminate hunger and disease or be able to bring lasting world peace? • Be stranded on a deserted island alone or with someone you don't like? • See the future or change the past? • Be three inches taller or three inches shorter?

**Two truths and a lie** Ask everyone to write on a piece of paper THREE things about themselves which may not be known to the others in the group. Two are true and one is not. Taking turns, they read out the three 'facts' about themselves and the rest of the group votes which one is false. There are always surprises. This simple activity is always fun, and helps the group and leaders get to know more about each other.

**Who am I?** Prepare a self-adhesive label or post-it note for each young person in your group. Write on it the name of a well-known or famous person. This can be an historical character or current sportsman, musician, TV personality, celebrity etc. Have a good mix of men and women. Keeping the names hidden, stick the post-it notes on the foreheads or back of everyone in the group. They must then ask questions of the others to find out their identity. Each person takes a turn to ask questions and figure out who they are. For example, Am I alive? Am I female? Am I in a band? Only yes or no questions can be asked. If the answer is no, their turn is over. If the answer is yes, they can ask another question and keep going until they get a no, or guess who they are. Keep playing until everyone has guessed, or if time is short, stop after the first few correct answers.

These icebreakers were adapted from: [https://insight.typepad.co.uk/40\\_icebreakers\\_for\\_small\\_groups.pdf](https://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf)

Look on-line for more ideas!

9

### Do you know your students?

- Create a three-columned chart on a piece of paper or on a simple table/spreadsheet on the computer.
- Choose a class- In the left column, write your students' names in the order in which you remember them. (Just this alone is interesting. Who do you remember first? Who do you struggle to remember?)
- In the middle column, write down one positive thing about each student that doesn't have anything to do with school work. (Jenny likes horses. Matt skateboards. Maria lives with her grandmother.)
- In the third column, put a checkmark if you have talked with each student about this piece of knowledge. This helps us recognize how well we know our students, and—perhaps more importantly—how well they know we know them!
- For students you struggled to remember, or for ones you didn't know as much about, make a commitment to connect with them in the next few days.

10

### I'm Listening- student panels.

After a few months, meet with all students in your classes in small groups of 7-10. This could be during class or even during lunch. Talk with them about their experiences in the classroom and the kinds of teaching and tasks that worked for them. What would they like to see/do more of? What do they wish they did less of? What would make their learning more productive? Listening to these students can be more helpful than all the other things you can do to get to know them. Our students know what helps them learn, and they are willing to share that. This time investment will help you decide how to better support them in the future.

## GROWTH MINDSET

### Why the Growth Mindset?

When students and educators have a growth mindset, they understand that intelligence can be developed. Students focus on improvement instead of worrying about how smart they are. They work hard to learn more and get smarter. Based on years of research by Stanford University's Dr. Dweck, Lisa Blackwell Ph.D., and their colleagues, we know that students who learn this mindset show greater **motivation in school, better grades, and higher test scores.**

### What does a Growth Mindset School look like?

**Administrators** support teachers' learning. They are responsive to honest feedback, rather than defensive. They seek to build their skills, and are willing to learn from their teachers.

**Teachers** collaborate with their colleagues and instructional leaders, rather than shut their classroom doors and fly solo. They strive to strengthen their own practice, rather than blame others. They truly believe that all students can learn and succeed—and show it.

**Parents** support their children's learning both inside and outside the classroom. They partner with teachers, and respond to outreach. They worry less about advocating for their children to get good grades and focus on making sure kids are being challenged and put in the effort needed to grow.


**Students** are enthusiastic, hard-working, persistent learners. They take charge over their own success.

Do you have a growth mindset when it comes to teaching literacy? Consider what you need to do to become even better at your practice. After all as Rita Pierson says, *"Every child deserves a champion; an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."* We owe it to our students to be the best that **we** can be and it's only through having a growth mindset that we can continually improve our practice, hone our craft, and develop into the expert literacy teachers our students deserve.

Looking for ideas about how to build a growth mindset with your students? Look for practical and ready-to-use ideas in the book *Mindsets in the Classroom* by Mary Cay Ricci- It's in your PD Library- Just ask your Instructional Coach!

Excerpt from <https://www.mindsetworks.com/webnav/whatismindset.aspx>

# COLLABORATION

 3	<b>GUIDING PRINCIPLES</b>
 7	<b>REFLECTIVE QUESTIONS</b>
 7	<b>QUOTES FROM THE EXPERTS</b>
 3	<b>TOOLS FOR TEACHERS</b>

## WHAT DOES THIS LOOK LIKE IN A SECONDARY ELA CLASSROOM?

Collaboration in education has been defined by many but with similar characteristics. It consists of professionals coming together with a common goal in mind- to increase student achievement. It includes shared responsibility, resources, and accountability for agreed upon outcomes. In a recent article called *The Power of Collective Efficacy*, Donohoo, Hattie and Eells discuss the impact of teams who believe that together they can make a difference for students. After synthesizing over 1500 meta-analyses these authors and researchers contend that collective efficacy is at the top of the list of factors that influence student achievement with an effect size of 1.57.

Teachers come together in many venues to collaborate. However, when collaboration is effective participants “believe that success and failure in student learning is more about what they did or did not do, and they place value in solving problems of practice together.” (Hattie & Zierer, 2018)

While the collaboration described applies to all teachers, it is essential that ELA teachers are coming together to unpack priority and supporting standards, brainstorm approaches that allow all students to access the content and make meaning, create success indicators, discuss intervention and enrichment opportunities, and examine evidence of student learning. In TPS we believe building collective responsibility for both student learning and the learning of colleagues is what will move the needle.

### GUIDING PRINCIPLE #19

**Tacoma Public Schools’ adolescent learners deserve ELA educators that...**

Have a growth mindset; challenge and reflect upon their own thinking and perspectives while continuing to learn and seek new approaches.

### GUIDING PRINCIPLE #21

**Tacoma Public Schools’ adolescent learners deserve ELA educators that...**

Communicate with both students and their families about progress toward mastery of the Washington State ELA Learning Standards.

### GUIDING PRINCIPLE #20

**Tacoma Public Schools’ adolescent learners deserve ELA educators that...**

Partner with their colleagues to become more effective in growing all students.



## HOW DOES THIS CONNECT TO OUR WORK?



### Questions to consider before, during and after reading



2

Do we regularly look at student work, calibrate expectations, discuss trends, inquire into each other's practice, and try new approaches to reach all students?

4

How often and in what ways do we collaborate with families and students about progress toward meeting standards?

6

Do we regularly utilize our coach as a thinking partner and to support our professional growth? Why or why not?

1

Have we, as a grade level or department team, built a culture where we feel safe sharing ideas and pressing on each other's practices without blame or judgment for the benefit of our students? If not, what needs to be in place to foster this type of professional collaboration?

3

Is there equity of voice during PLCs/team meetings and does the time feel well spent and impactful on our practice? If not, what might need to change in order to answer yes?

5

Is goal setting with students an on-going practice in our classes and do students know where they stand in relation to mastery of standards at any given time? What systems and routines do we have in place to foster this type of collaboration?

7

How might participation in studios/learning labs or district collaboratives help to refine our practice?

## GUIDING PRINCIPLE #19



### Tacoma Public Schools' adolescent learners deserve ELA educators that...

Have a growth mindset; **challenge and reflect** upon their own thinking and perspectives while continuing to learn and seek new approaches.

### What does this look like in a high-quality ELA classroom? Teachers are...

Asking probing questions of each other, learning and discussing research based practices, evaluating the impact on student learning, and considering necessary adjustments.

## WHAT DO THE EXPERTS HAVE TO SAY?



Research on effective professional development also highlights the importance of collaborative and collegial learning environments that help develop communities of practice able to promote school change beyond individual classrooms (Darling-Hammond & McLaughlin, 1995; Hord, 1997; Knapp, 2003; Louis, Marks & Kruse, 1996; Perez et al., 2007)

When whole grade levels, schools, or departments are involved they create a critical mass for changed instruction at the school level. Teachers serve as support groups for one another in improving practice. Collective work in trusting environments provides a basis for inquiry and reflection, allowing teachers to raise issues, take risks, and address dilemmas in their own practice (Ball & Cohen, 1999; Bryk, Camburn & Louis, 1999; Little 1990).

*Research Review/ Teacher Learning: What Matters?*  
Darling-Hammond & Richardson (2009)|Volume66

According to Jackie Gerstein, teachers, like the students they teach, can learn to develop a growth mindset, but this requires careful planning by school management...encouraging teachers to see themselves as learners, and, just like students are all capable of learning and improving, so too are teachers. (Gerstein 2014)

...schools [can] provide opportunities for teachers to try new things and make mistakes. This can seem daunting for teachers, but it is essential for developing a growth mindset - after all, one of the key principles of such a mindset is the willingness to try new approaches. As part of creating this space, it is important to begin with the learning in mind; that is, what will teachers and the school learn as part of the process, rather than whether the new idea is going to be a success or a failure.

While creating space for new ideas is important, it is only part of the process of developing a growth mindset. Linked to it, and equally vital, is providing a chance for teachers to reflect upon their new ideas and consider what they learned from the process. Ideally, this reflection should focus less on whether the idea was a success or a failure, but rather on what the teacher learnt from the process.

Developing a Growth Mindset amongst students is not an immediate process; rather, it will take a concerted effort on behalf of teachers and the rest of the schooling community. Equally, encouraging teachers to see themselves in the same way will equally take a lengthy period of time; however, there are significant benefits to be had from leveraging these ideas.

*Developing a Growth Mindset in Teachers*, Heggert (2015)

<https://www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff>

As we work together to restore hope to the future, we need to include a new and strange ally—our willingness to be disturbed. Our willingness to have our beliefs and ideas challenged by what others think. No one person or perspective can give us the answers we need to the problems of today. Paradoxically, we can only find those answers by admitting we don't know. We have to be willing to let go of our certainty and expect ourselves to be confused for a time.

*Willing to be Disturbed*, Margaret Wheatley (2002)

<https://www.ode.state.or.us/opportunities/grants/saelp/willing-to-be-disturbed.pdf>

## GUIDING PRINCIPLE #20

**Tacoma Public Schools' adolescent learners deserve ELA educators that...**

**Partner with their colleagues** to become more effective in growing all students.

**What does this look like in a high-quality ELA classroom? Teachers are...**

Looking at a variety of data points and using student evidence to determine next steps.

## WHAT DO THE EXPERTS HAVE TO SAY?

The message is not about whether we form professional learning communities, use smart tools, or conduct data teams; it is about teachers being open to evidence of their impact on students., critiquing each other's impact in light of evidence of such impact, and forming professional judgments about how they need to – and indeed can- influence learning of all students in their class...the fundamental purpose of schools is to ensure that all students learn and not merely that all students are taught. Student learning must be [the] lens through which educators look when examining all of their practices, policies, and procedures. Schools cannot help all students to learn if educators work in isolation. Schools must create structures and cultures that foster effective educator collaboration – collaboration that focuses on factors within our sphere of influence to impact student learning in positive ways.

*Visible Learning for Teachers*, Hattie (2012)

We cannot stress this point too emphatically: The fact that teachers collaborate will do nothing to improve a school. The pertinent question is not "Are they collaborating" but rather "What are they collaborating about?" Collaboration is not a virtue in itself, and building a collaborative culture is simply a means to an end, not the end itself. The purpose of collaboration---to help more students achieve at higher levels---can only be accomplished if the professionals engaged in collaboration are focused on the right things.

*Learning by Doing*, DuFour, DuFour, Eaker, Many (2006)



## EXAMPLES OF THREE EFFECTIVE COLLABORATIVE ACTIVITIES

ACTIVITY	PROCESS	RESOURCES
Data Teams	Use the Data team template to guide your grade level or content team discussion- Consider the following prompts for your discussion: <ol style="list-style-type: none"> <li>1. What does the data or student work tell you?</li> <li>2. What more do you want to know as it relates?</li> <li>3. Is there evidence of growth?</li> <li>4. Who is not growing?</li> <li>5. What is the standard or claim/domain asking?</li> <li>6. Where is the rigor?</li> <li>7. What best practices or strategies will you leverage?</li> <li>8. What skills need addressing?</li> <li>9. If planning forward, outline next unit/lessons</li> <li>10. How will you assess?</li> </ol>	DART HUB page- <a href="https://hub.tacoma.k12.wa.us/dart/Pages/Team-Data-Tools.aspx">https://hub.tacoma.k12.wa.us/dart/Pages/Team-Data-Tools.aspx</a>  Data Wise from Harvard University- <a href="https://datawise.gse.harvard.edu/">https://datawise.gse.harvard.edu/</a>  ASCD article on becoming data wise- <a href="http://www.ascd.org/publications/educational-leadership/nov15/vol73/num03/Eight-Steps-to-Becoming-Data-Wise.aspx">http://www.ascd.org/publications/educational-leadership/nov15/vol73/num03/Eight-Steps-to-Becoming-Data-Wise.aspx</a>
Using Common Formative Assessments	<ol style="list-style-type: none"> <li>1. Determining, selecting or create</li> <li>2. Administer</li> <li>3. Calibrate or discuss results</li> <li>4. Analyze data</li> <li>5. Consider next steps</li> </ol>	<i>Learning by Doing</i> by Dufour, DuFour, Eaker, and Many  <i>Identifying exemplars of student work &amp; scorer calibration process</i> <a href="https://www.greatschoolspartnership.org/wp-content/uploads/2016/11/Exemplar-Identification-Protocol-DRAFT.pdf">https://www.greatschoolspartnership.org/wp-content/uploads/2016/11/Exemplar-Identification-Protocol-DRAFT.pdf</a>  Achieve the Core has numerous resources aligned to ELA standards and professional collaboration that can used for this activity- <a href="https://achievethecore.org/">https://achievethecore.org/</a>
Lesson Study	A lesson study cycle consists of: <ol style="list-style-type: none"> <li>1. Selecting a focus</li> <li>2. Planning the study lesson</li> <li>3. Public teaching of the lesson</li> <li>4. Focused observation of the lesson based on the group's goals</li> <li>5. Evidence-based debriefing</li> <li>6. Revision based on the group's reflection Teaching of a revised lesson</li> <li>7. Evidence-based debriefing</li> </ol>	<i>Lesson Study Step by Step: How Teacher Learning Communities Improve Instruction</i> by Jacqueline Hurd & Catherine Lewis  <i>Leading Lesson Study: A Practical Guide for Teachers and Facilitators 1st Edition</i> by Stepanek, Appel, Leong, Turner, Mangan, and Mitchell

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## 25 WAYS TO DEVELOP A GROWTH MINDSET

Adapted from the article found at <https://www.opencolleges.edu.au/informed/features/develop-a-growth-mindset/>

- 1. Acknowledge and embrace imperfections.*  
Hiding from your weaknesses means you'll never overcome them.
- 2. View challenges as opportunities.*  
Having a growth mindset means relishing opportunities for self-improvement. Learn more about how to fail well.
- 3. Try different learning tactics.*  
There's no one-size-fits-all model for learning. What works for one person may not work for you.
- 4. Follow the research on brain plasticity.*  
The brain isn't fixed; the mind shouldn't be either.
- 5. Replace the word "failing" with the word "learning."*  
When you make a mistake or fall short of a goal, you haven't failed; you've learned.
- 6. Stop seeking approval.*  
When you prioritize approval over learning, you sacrifice your own potential for growth.
- 7. Value the process over the end result.*  
Intelligent people enjoy the learning process, and don't mind when it continues beyond an expected time frame.
- 8. Cultivate a sense of purpose.*  
People with a growth mindset have a greater sense of purpose.
- 9. Celebrate growth with others.*  
If you truly appreciate growth, you'll want to share your progress with others.
- 10. Emphasize growth over speed.*  
Learning fast isn't the same as learning well and learning well sometimes requires allowing time for mistakes.
- 11. Reward actions, not traits.*  
Acknowledge when you are doing something smart, not just being smart.
- 12. Redefine "genius."*  
The myth's been busted: genius requires hard work not talent alone.
- 13. Take criticism as positive.*  
You don't have to use the term, "constructive criticism but you do need to believe in the concept.
- 14. Disassociate improvement from failure.*  
Stop assuming that "room for improvement" translates into failure.
- 15. Provide regular opportunities for reflection.*  
Reflect on your learning at least once a day.
- 16. Place effort before talent.*  
Hard work should always be rewarded before inherent skill.
- 17. Highlight the relationship between learning and "brain training."*  
The brain is like a muscle that needs to be worked out, just like the body.
- 18. Cultivate grit.*  
People with that extra bit of determination will be more likely to seek approval from themselves rather than others.
- 19. Abandon the image.*  
"Naturally smart" sounds just about as believable as "spontaneous generation." You won't achieve the image if you're not ready for the work.
- 20. Use the word "yet."*  
Dweck says "not yet" has become one of her favorite phrases. Whenever you are struggling with a concept or task, just tell yourself you haven't mastered it yet.
- 21. Learn from other people's mistakes.*  
It's not always wise to compare yourself to others, but it is important to realize that humans share the same weaknesses.
- 22. Make a new goal for every goal accomplished.*  
You'll never be done learning. Just because your book study is over doesn't mean you should stop being interested in a subject. Growth-minded people know how to constantly create new goals to keep themselves stimulated.
- 23. Take risks in the company of others.*  
Stop trying to save face all the time and just let yourself goof up now and then. It will make it easier to take risks in the future.
- 24. Think realistically about time and effort.*  
It takes time to learn. Don't expect to master every topic under the sun in one sitting.
- 25. Take ownership over your attitude.*  
Once you develop a growth mindset, own it. Acknowledge yourself as someone who possesses a growth mentality and be proud to let it guide you throughout your educational career.

## FIXED MINDSET

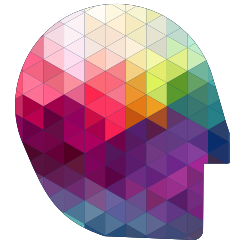
Intelligence is static



Leads to a desire to look smart and therefore a tendency to...

## TWO MINDSETS

Carol S. Dweck, Ph.D.



## GROWTH MINDSET

Intelligence can be developed

Leads to a desire to learn and therefore a tendency to...

...avoid challenges

## CHALLENGES

...embrace challenges



...give up easily

## OBSTACLES

...persist in the face of setbacks



...see effort as fruitless or worse

## EFFORT

...see effort as the path to mastery



...ignore useful negative feedback

## CRITICISM

...learn from criticism



...feel threatened by the success of others

## SUCCESS OF OTHERS

...find lessons and inspiration in the success of others

**AS A RESULT**, they may plateau early and achieve less than their full potential. All this confirms a deterministic view of the world.

**AS A RESULT**, they reach ever-higher levels of achievement. All this gives them a greater sense of free will.

Adapted from Mindset Graphic by Nigel Holmes

## PARTICIPATE IN TPS SUPPORTED COLLABORATIVE STRUCTURES

1

Engage in a **coaching cycle** with your building instructional coach. TPS coaches live by the following beliefs:

- The success of all students is at the heart of our work.
- Coaching, like teaching, is an art as well as a science; the journey of both is a commitment to continuous learning – reflection, practice and refinement.
- We foster the professional learning of adults through whole group, small group and one-on-one learning opportunities.
- We transform the experiences and outcomes for students, by addressing the social, emotional and learning needs of educators.
- Coaching partnerships are grounded in respect and trust.

Want to know more about the TPS Coaching model? Go to <https://hub.tacoma.k12.wa.us/ci/Pages/IC-Home.aspx>

2

Participate in a **Studio or Learning lab** as a department or grade level team.

A studio/learning lab is defined as a *job embedded opportunity for teachers to collaboratively: deepen content knowledge and pedagogical understanding; design a lesson; engage in a lesson enactment with live students; gather student data during the lesson observation; analyze the data to determine impact of instructional decisions during the lesson; and determine action steps for future instruction.* Studio/Learning Lab opportunities are intended to help grow specific practices that are directly connected to each building's professional development plan.

Want to know more about Studios/Learning labs in TPS? Go to <https://hub.tacoma.k12.wa.us/ci/Pages/studios.aspx>

3

Join the monthly **TPS Secondary ELA Collaborative**.

This group of dedicated ELA teachers will be meeting throughout the school year to dig deeply into literacy instruction in TPS as outlined in the TPS Secondary Literacy Framework and share practical ideas that support our students in meeting grade level expectations in English language arts.

Want to know more about the ELA Collaboratives? Go to the Curriculum & Instruction ELA website on the HUB!

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# SECONDARY LITERACY FRAMEWORK GUIDING PRINCIPLES WITH STUDENT OBSERVABLES

DIMENSION	GUIDING PRINCIPLES	WHAT DOES THIS LOOK LIKE IN A HIGH-QUALITY ELA CLASSROOM?
<b>Purpose</b>	<b>Our adolescent learners deserve ELA classrooms that...</b>	<b>Students are...</b>
1.	Include <b>purposeful instruction</b> with direct, clearly communicated, and measurable expectations (learning targets and success criteria) aligned to the Washington State Learning Standards for ELA.	Able to clearly articulate why and what they are learning, not just what they are doing.
2.	Are <b>relevant and responsive to each student's background, literacy strengths, and areas for growth.</b>	Able to articulate the trajectory of their learning responding recursively to these questions: Where am I now? Where am I going and how do I get there? Why is this important to me?
<b>Student Engagement</b>	<b>Our adolescent learners deserve ELA classrooms that...</b>	<b>Students are...</b>
3.	<b>Create a space for ALL students to stretch, challenge, and deepen their thinking</b> in ways that are <b>relevant</b> and promote personal response.	Responding to text and discourse that shifts, expands and solidifies their thinking based on their previous knowledge and personal experiences.
4.	Use <b>intentionally designed strategies and protocols to promote active and equitable student participation</b> while recognizing the importance of adolescent brain research supporting transition and movement.	Involved in structured/planned learning activities that allow movement and choices for learning
5.	Place strong emphasis on active participation by students to insure a <b>balance of teacher and student talk</b> encouraging a flow of information in both directions so that students are not simply passive receivers of information.	Actively and comfortably participating with peers and adults by wrestling with complex issues, posing questions, speculating, probing, disagreeing, solving problems, etc.
<b>Assessment for Student Learning</b>	<b>Our adolescent learners deserve ELA classrooms that...</b>	<b>Students are...</b>
6.	<b>Incorporate frequent formal and informal checks for understanding throughout the lesson</b> that are aligned with clearly articulated learning targets and success criteria.	Monitoring their learning and setting goals based on a shared understanding of: Where am I now? Where am I going? How am I doing?
7.	<b>Intentionally change and/or customize instruction</b> by utilizing a variety of formative and summative approaches and opportunities for students to demonstrate learning	Engaged in learning that is intentionally designed to address their literacy needs with scaffolded support and extension when appropriate.
8.	Empower students to refine and extend their thinking by <b>providing effective and timely feedback</b> that is on-going and specific; allowing time for students to adjust and reflect on their learning.	Using teacher and peer feedback to adjust and refine their work.

Curriculum & Pedagogy	Our adolescent learners deserve ELA classrooms that...	Students are...
9.	Include an <b>integrated and balanced approach</b> to reading, writing, and communication (speaking, listening and language) aligned to Washington State Learning Standards.	Engaged in literacy activities that blend reading, writing, speaking and listening using complex grade level texts that promote discussions with peers, attentively listen for similar and differing ideas and opinions, and authentically write about what they've read and discussed considering both audience and purpose.
10.	Use intentionally sequenced and recursive grade-level curriculum that includes opportunities <b>to engage with a variety of complex, multi-mode texts</b> to enrich vocabulary and support comprehension.	Strategically approaching different genres of text, including non-print, to make meaning and build vocabulary.
11.	Incorporate <b>Culturally Responsive Teaching (CRT)</b> that provides greater access and success for all students within a rigorous curriculum.	Practicing and engaging in information processing and application at high levels in a trusting, low stress environment with scaffolding and support as a result of strong relationships, learning partnerships and the balance of rigor, expectations, and support.
12.	Offer strategies and scaffolds in whole group, small group and one-on-one settings to shift students from <b>dependent to independent learners</b> as well as address individual literacy learning needs.	Using scaffolds as an entry point when needed, while moving to more independent learning as their skills progress.
13.	<b>Move between DOK levels</b> , developing both surface and deeper learning, and promoting transfer of skills and knowledge in and beyond the ELA classroom.	Engaging in literacy tasks that, for example, require <ul style="list-style-type: none"> <li>• reading text with surface understanding (literal) and simple paraphrasing of specific details (DOK 1).</li> <li>• drawing meaning from text using organizational structure, evidence and context, or summarizing (DOK 2).</li> <li>• analyzing to make inferences, critical reading to attest credibility and bias, apply reasoning to explain, connect or generalize ideas (DOK 3).</li> <li>• the application of conceptual understanding and higher-order thinking over an extended period of time, possibly using multiple sources (DOK 4).</li> </ul>

Classroom Environment & Culture	Our adolescent learners deserve ELA classrooms that...	Students are...
14.	Cultivate strong, positive student/teacher/peer <b>relationships</b> .	Positively interacting with peers and adults.
15.	Build a culture that is <b>socially and intellectually safe</b> , encourages academic courage, and promotes equity of student voice and agency.	Comfortable sharing thoughts and opinions.
16.	Utilize the <b>physical space</b> to foster an environment that allows for both collaborative and independent learning.	Able to easily and naturally engage in collaborative and independent learning.
17.	Use <b>effective systems and routines</b> to maximize instructional time and promotes self-directed learning.	Utilizing established routines and systems to maximize learning time.
18.	Develop <b>students' growth mindset and habits of thinking</b> to optimize and accelerate learning.	Taking charge of their learning and confronting challenging literacy tasks with an open mind and persistence.

Collaboration	Our adolescent learners deserve ELA educators that...	What does this look like in a high-quality ELA collaboration session? Teachers are...
19.	Have a growth mindset; challenge and reflect upon their own thinking and perspectives while <b>continuing to learn</b> and seek new approaches.	Asking probing questions of each other, learning and discussing research based practices, evaluating the impact on student learning, and considering necessary adjustments.
20.	<b>Partner</b> with their colleagues to become more effective in growing all students.	Looking at a variety of data points and using student evidence to determine next steps.
21.	<b>Communicate</b> with both students and their families about progress toward mastery of the Washington State ELA Learning Standards.	Regularly finding ways to reach out to parents about their child's progress and discussing progress with students in order to collaboratively set goals and monitor growth.

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