High-Need Framework for Teaching Components from the Early Learning Framework for Teaching Validation Study

Recommendations for Early Learning Teaching Practice

High-Need *Framework for Teaching* Component w/Indicators Source: 2013 Danielson *Framework for Teaching* Indicators	"Look & Listen" High-Leverage Teaching Practices aligned to Component Source: *Illinois Early Childhood Coaches and Specialists*
1c. Setting Instructional Outcomes: • Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines • Outcomes permitting assessment of student attainment • Outcomes differentiated for students of varied ability	• Sequencing with the curriculum/standards (IELDS/ILS) • Explanation of context of the scope of learning (what they learned before and what they need to learn next) • Statements of prior knowledge • Explanation of students' developmental abilities • Explanation of differentiated learning expectations
1d. Demonstrating Knowledge of Resources: • Materials provide by the district • Materials provided by professional organizations • A range of texts • Internet resources • Community resources • Ongoing participation by the teacher in professional education courses or professional groups • Guest speakers	• Explanation of how resources will extend the learning (enhance the lesson) and support outcome attainment by building on concepts and build on prior knowledge • Explanation of how resources align to the intended outcomes • Use of technology, how it will enhance hands-on learning • Use of "resources" in and out of the building such as music/art teacher, parents, guest speakers from the community and how they connect to and enhance the lesson and support outcomes • Explanation of the range of texts and materials to differentiate among the range of developmental abilities and student interests • Explanation of the range of modalities (e.g., tactile, visual, audible) resources and why they were chosen to advance learning and differentiate for student abilities and interests • From these explanations, the observer should see the intentionality of the resource selection to support learning and achieve intended outcomes
1f. Designing Student Assessments: • Lesson plans indicating correspondence between assessments and instructional outcomes • Assessment types suitable to the style of outcome	• Systematic plan for collecting and managing assessment information • Before, during, and after: what is the plan for assessing student learning that is related to the learning objectives

- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

- What is the timeslot for assessment: at what point in the lesson will the teacher plan to assess
- Multiple methods of assessment and documentation (anecdotal notes, photos, videos, audio recording, checklists, samples of student work, student's indicating understanding through thumbs-up, thumbs-down, share-outs, exit slips)
- A plan for focused observations
- A plan for collecting data or notes that are dated, objective, and factual
- A plan for using the data to shape interactions and plan for modifying present learning experiences, and planning for future ones
- Assessments are embedded in the instruction and ongoing
- Plans for collecting observations from families

2a. Creating an Environment of Respect and Rapport
- Respectful talk, active listening, and turn-taking
- Acknowledge of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

- Physical proximity: teacher moves closer to students based on observed need
- Teacher gets on the same level as student (e.g., eye-level, sits next to on floor, mirrors student positioning)
- Active listening: responds to students' questions and interests, give-and-take conversation, paraphrases students questions and responses, pulls out student thinking by asking them to "tell me more"
- Positive affect among teacher and students
- Classroom is a positive community (e.g., teacher helps students make and maintain friendships, no yelling, put-downs or name-calling)
- Fairness: teachers' attentions and responses to students are equitably distributed and positive with no positive or negative interactions or biases evident in regards to students' gender, race/ethnicity, cultural identification, sexual orientation, economic status, or abilities
- Teacher asks about students' lives outside the classroom and brings their responses into the learning experience and classroom community

2b. Establishing a Culture for Learning:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and participation behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

- Teacher relays a confidence in the students' abilities to carry out the work and encourages their work
- Students are cognitively busy
- Teacher observing student work and verbally acknowledging it by pointing out the work that student is accomplishing
- Student work should be displayed in the classroom
- Students should be eager to share their learning with teacher and classroom visitors
- Students work together in peer-to-peer collaborations
- Teachers and students take pride in the work
- Teachers and students convey an excitement for the learning and participate in the learning
- The classroom is noisy and productive; "Productive busy-ness," high energy classroom
- Students are mirroring the teacher and each other, and engaging in hands-on participation

3d. Using Assessment in Instruction:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

- Collecting, analyzing, and using data within the formal assessment and data management system (discussed in 1f)
- Teacher conducting focused observations, writing observation notes that are dated, objective and factual
- Ongoing, authentic assessments
- Teachers encourage families to provide observation data on student learning and changes in the home environment or child's health/development that could impact student learning
- Teacher collecting data by sampling student work over time
- Data collected is related to the learning objectives
- Observer is watching for "pivots" where the assessment data is used for modifications to the lesson/learning experiences/teacher-student interactions
- Teacher provides detailed feedback when eliciting for student understanding
- Teacher uses targeted questions that are aligned to the learning objectives and embedded in the instruction
- Activities are designed to elicit evidence of understanding
- Teacher models self-assessment through verbalization of the

learning as a foundation for students learning how to self-assess

3e. Demonstrating Flexibility and Responsiveness:

- Incorporation of students' interests and daily events into a lesson
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
- The teacher seizing on a teachable moment

- Tie in unique/unplanned student responses and interests into the learning experience to extend the learning and relate them to the outcome of the activity
- Teacher makes visible adjustments ("pivots") to the lesson/learning activity in response to a child's lack of understanding finding alternative ways of teaching/learning
- Teacher works alongside the student to model, scaffold, support—provide additional help to the student