

# 3 STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES

## INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p><b>Indicator 1</b> Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Teacher notes</li> <li>• Audio/visual/print artifact</li> </ul>	<ul style="list-style-type: none"> <li>• Extended discourse is engaging dialogue that is interactive, externalizes thinking, and focuses on creating meaning making of the learning</li> <li>• Discourse involves making argumentations, explaining, critiquing, and using logic and evidence to support or refute a claim</li> <li>• Forms of discourse: oral and written</li> </ul>
<p><b>Indicator 2</b> Teacher provides opportunities for <b>all</b> students to create and interpret multiple representations</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One artifact of the representation and/or its creation, interpretation, or use of the representation</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Student work</li> <li>• Teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple representations can be of the same or different concepts</li> <li>• Representations include models, diagrams, writing, digital and print media, images/visuals, data (e.g., graphs, tables), patterns, concept maps, drawings, videos, simulations</li> <li>• Representations are nonverbal ways for students to organize, externalize, extend, and manipulate thinking</li> </ul>
<p><b>Indicator 3</b> Teacher assists <b>all</b> students to use existing knowledge and prior experience to make connections and recognize relationships</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Lesson plan</li> <li>• Teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a variety of personal experiences, family and language backgrounds, and knowledge of the world, text variety, and multi-media</li> <li>• Teacher helps students use prior knowledge to draw analogies to support understanding of ideas</li> </ul>
<p><b>Indicator 4</b> Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for <b>all</b> students</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Teacher notes</li> <li>• Student feedback (e.g., survey, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom environment directly influences the extent to which students can engage in making meaning and learning and how they view themselves as learners</li> <li>• Aspects of classroom environment include classroom culture, norms, routines, expectations, and communication patterns, as well as management of student behaviors, resource provision, and organization of physical space</li> </ul>

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## PERFORMANCE LEVELS

<b>Indicator 1</b> Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	<b>Indicator 2</b> Teacher provides opportunities for all students to create and interpret multiple representations	<b>Indicator 3</b> Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	<b>Indicator 4</b> Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students
<b>Level 4</b> Teacher provides effective guidance for all students to actively participate in reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	<b>Level 4</b> Teacher effectively structures opportunities for all students to use varied representations that successfully engage student thinking, and successfully support their understanding of emerging/ developing concepts and/or their acquisition of skills	<b>Level 4</b> Teacher uses various and effective strategies to help all students see connections and relationships between previous and present learning, furthering their understanding of emerging/developing concepts and/or their acquisition of skills	<b>Level 4</b> Teacher effectively enacts classroom routines and expectations so that all students value each other's contributions and fully support each other's learning
<b>Level 3</b> Teacher provides adequate guidance for most students to actively participate in reciprocal and sustained interactions that generally enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	<b>Level 3</b> Teacher adequately structures opportunities for most students to use more than one type of representation that generally engages student thinking, and generally supports their understanding of emerging/developing concepts and/or their acquisition of skills	<b>Level 3</b> Teacher uses sufficient strategies to help most students see connections and relationships between previous and present learning, generally furthering their understanding of emerging/developing concepts and/or their acquisition of skills	<b>Level 3</b> Teacher adequately enacts classroom routines and expectations so that most students value each other's contributions and generally support each other's learning
<b>Level 2</b> Teacher provides some guidance for some or most students to participate, to varying degrees, in limited interactions that somewhat enable them to articulate their developing understanding, only minimally deepening and/or consolidating that understanding or acquiring skills	<b>Level 2</b> Teacher inadequately structures opportunities for some or most students to use representations; these opportunities only somewhat engage student thinking, and only somewhat support their understanding of emerging/developing concepts and/or their acquisition of skills	<b>Level 2</b> Teacher uses limited strategies to help some or most students see connections and relationships between previous and present learning, only somewhat furthering their understanding of emerging/developing concepts and/or their acquisition of skills	<b>Level 2</b> Teacher inadequately enacts classroom routines and expectations so that few students value each other's contributions and/or minimally support each other's learning
<b>Level 1</b> Teacher provides no, or almost no guidance for students to participate in any interactions that enable them to articulate their developing understanding; students are not deepening or consolidating their understanding or acquiring skills	<b>Level 1</b> Teacher structures no, or almost no opportunities for any students to use representations that engage student's thinking, and support their understanding of emerging/developing concepts and/or their acquisition of skills	<b>Level 1</b> Teacher uses no, almost no strategies to help any student see connections and relationships between previous and present learning to further their understanding of emerging/developing concepts and/or their acquisition of skills	<b>Level 1</b> Teacher enacts no, or almost no classroom routines and expectations so that no, or almost no students value each other's contributions or support each other's learning