



NATIONAL CENTER FOR

TEACHER RESIDENCIES

RESEARCH REPORT / NOVEMBER 2014

Building Effective Teacher Residencies



Table of Contents

- 3 Day One
- 5 What Is the Teacher Residency?
- 9 Five Elements Crucial for Success
- 11 Recruitment and Selection
- 17 Coursework and Seminars
- 21 Coaching and Feedback
- 25 Assessment and Evaluation
- 29 The School and the School System
- 33 Looking Ahead
- 34 Appendices A-D

Acknowledgments

The National Center for Teacher Residencies (NCTR) would like to thank the Bill & Melinda Gates Foundation for their support of this important work, especially Greg Sommers and Dr. Michael Copland.

A very special thank you to NCTR Network Partners Aspire Teacher Residency and Denver Teacher Residency, who drive innovation in their residencies, and in the nation, with their work to provide the best possible teachers for kids. We also thank the Memphis Teacher Residency for providing NCTR with additional photographs for this report.

Project Management: Jill Pitner, NCTR Chief Program Officer

Writing: Linda Perlstein, with support from Craig Jerald and Elizabeth Duffrin

Design: Jeff Hall Design

05.2016/pdf/jh.design@rcn.com

A Message from the Executive Director



Since the first teacher residency program launched in 2001, dozens of districts, nonprofits, and universities across the country have established similar programs to improve the effectiveness and retention of new teachers in hard-to-staff urban and rural districts. Today there is strong evidence to support that teacher residencies are improving student achievement and teacher retention. Leaders from a variety of sectors—state and national government, school districts, universities, nonprofits, and teacher education program accreditation—are pointing to teacher residencies as a model for strengthening the preparation of all teachers.

Teacher residencies are the most comprehensive model of teacher preparation in the nation. They play an increasingly important role in human capital strategies and reform efforts by responding directly to the hiring needs of school districts. Effective residency programs blend a rigorous full-year classroom apprenticeship for emerging teachers with a carefully aligned sequence of academic coursework, offered by a local university. Programs also provide career advancement for experienced teachers to act as mentors, all while developing highly effective new educators who are capable of impacting student achievement from the moment they enter the classroom as a teacher of record. The benefits of these rich clinical experiences, the integrated coursework, and the work of National Center for Teacher Residencies (NCTR) were recently highlighted in a White House announcement detailing plans to strengthen America's teacher preparation programs.


Sincerely,



Anissa Listak
Founder & Executive Director
National Center for Teacher Residencies

NCTR was established in 2007 to develop, support, and sustain highly effective residency programs in rural and urban districts nationwide. With funding from the Bill & Melinda Gates Foundation, NCTR recently conducted a study of two outstanding residency programs in our network, Aspire Teacher Residency, operated by the Aspire Public Schools charter network, and Denver Teacher Residency, which is part of the Denver Public Schools. The results of that study, presented here, explore how these districts prepare their novice teachers to be effective educators from their first day on the job. NCTR is utilizing the findings in this study to innovate and inform its strategic consulting and network programming.

NCTR believes that the exemplary practices found in these two teacher residency programs can help to transform teacher preparation across the nation and lead a movement toward preparing excellent new teachers from inside the classroom.



Every day counts for every child. It is imperative to do all we can to develop a highly capable cadre of committed new teachers able to hit the ground running.

Day One

Imagine a typical teacher taking on her very own classroom for the first time. She is the teacher of record; the students' success rests on her shoulders. She sought a job where she knew she would be most needed: in an urban school, one where most of the children live in poverty, and many do not speak or hear English at home. Few perform on grade level.

How was this teacher prepared for this classroom? Like four out of five new teachers in this country, she earned her credentials through a university program.¹ Her foundations classes taught her theories of learning, and her methods classes taught her approaches to pedagogy. She left school with good grades, many ideas, and 10 weeks of student teaching under her belt.

What, though, was she lacking? She took many of those classes a year or more before she started her teaching job, and they weren't connected in a meaningful way to the practice of teaching. Some of the elements we have come to understand are most crucial to effective teaching—managing student behaviors, planning lessons with the proper pacing and questions to engage and challenge students, refining instruction based on assessment data—were touched on, but were not thoroughly coordinated with her time in the classroom. When she student taught, her cooperating teacher did not have any special skills in mentoring, so there was little useful feedback. The classroom was so different from her own classroom, both demographically and culturally, and she wasn't present at the beginning of the year, when a teacher

does some of her most important work: setting the norms for the classroom and establishing expectations for students.²

On her first day, like many—if not most—of her peers across America, she was not prepared.

Contrast that with the experience of a new teacher who entered the profession through a teacher residency in the National Center for Teacher Residencies' network. She spent the previous year—from the first bell to the last—in one or more classrooms in a high-needs school, receiving in-depth coaching by a teacher who has proven to successfully prepare students to meet challenging academic standards. With the continuous support of her mentor, she planned lessons; delivered instruction; participated in parent-teacher conferences, schoolwide training and every team meeting; managed student behaviors; wrote assessments; and developed instruction based on its results.

All of her graduate coursework took place during that year. Her assignments always required her to apply what she was learning to her actual students—and she spent one day a week in a seminar with other residents, learning instructional techniques that closed the normally wide gap between

¹ According to the 2012 State Reports of Title II data from the U.S. Department of Education, in 2010-11, 83 percent of people completing teacher training programs in the 50 U.S. states and Washington, D.C., attended traditional programs at institutes of higher education. Another 7 percent earned their credentials through alternative programs run by colleges and universities, while 10 percent went through alternative programs run by other types of organizations.

² On the weaknesses of traditional student teaching, see **Julie Greenberg, Laura Pomerance, and Kate Walsh**, *Student Teaching in the United*

States (Washington, D.C.: National Council on Teacher Quality, July 2011). The study, of 134 institutes of higher education that grant teaching credentials to undergraduates, found that typically, student teaching lasts less than a full semester; in several states, fewer than 10 weeks is required. In only a few states must the cooperating teacher have some skills or training in mentoring; in even fewer states—only Florida and Tennessee, as of 2011—must the cooperating teacher be proven effective in improving student learning. And while these are the state requirements, the study found that in many cases, universities' standards fell short of them.

theory and practice. She sat down for a few hours of feedback each week from her mentor, who himself was receiving regular feedback and instruction on how to be a better coach.

Her day 1, then, was really day 181.

Given the extraordinary challenges of teaching, especially in underserved urban schools, it is a decided advantage to students, schools, and districts to have teachers whose training is rigorous, practical, and completely relevant to the environment they will be hired into. It is an advantage

that teacher residency graduates have committed to teach at least three to five years in high-needs schools. **And because every day counts for every child, it is not just an advantage but an imperative to do all we can to develop a highly capable cadre of committed new teachers able to hit the ground running, to ensure that students are never solely the responsibility of teachers who still have on their training wheels.**³

Her Day 1, Then, Was Really Day 181.

³ For more on the basic design and background of the residency model, see **Barnett Berry et al.**, *Creating and Sustaining Urban Teacher Residencies: A New Way to Recruit, Prepare, and Retain Effective Teachers in High-Needs Districts* (The Aspen Institute and Center for Teaching Quality, August 2008).

What is the Teacher Residency

As schools focus on preparing students to meet rigorous academic standards and demonstrate the knowledge and skills needed for college and career success, residencies are working alongside school districts to ensure that the next generation of teachers are prepared to meet this challenge.

At the turn of the millennium, the primary way into the teaching profession was to get a credential from an institute of higher education, either as an undergraduate or graduate student. In urban districts, a few small alternative programs were growing in response to concerns about a teaching shortage: fellowships, which allowed a quick path for professionals to change careers, and Teach for America, which selected top college graduates and placed them in high-needs schools after a five-week training program.

At the same time No Child Left Behind was launched, the philanthropic, K-12, and higher education sectors in Chicago came together to create the Academy for Urban School Leadership, the first teacher residency. Over the following three years, three more residency programs were developed, in Boston, Denver⁴, and again in Chicago. The nonprofit National Center for Teacher Residencies (NCTR) was created in 2007 to launch and sustain effective teacher residency programs by providing quality standards, technical assistance, and avenues for residencies to learn from each other.

The original residencies and the dozens founded since then are all built on the same understanding: the best preparation for a teaching career is rich clinical experience. Graduates of traditional education programs commonly

complain that their classroom teaching experiences came too late, were too short, and were not well-integrated with their coursework.⁵ Residents in programs that are part of the NCTR network are chosen through a highly selective process and then, by contrast, spend a year apprenticing in a high-poverty school, in the classroom of a highly effective teacher, receiving structured coaching and an accelerated master's degree. **Training for both the resident and the mentor is closely linked to what is happening in the classroom, with the focus always on improving outcomes for students.** As schools focus on preparing students to meet rigorous academic standards and demonstrate the knowledge and skills needed for college and career success, residencies are working alongside school districts to ensure that the next generation of teachers are prepared to meet this challenge.

Completing the residency program is not automatic; residents have to demonstrate both success in the classroom using performance-based assessments and in their coursework. By the time they do so, they will have accumulated about 1,400 hours of preservice experience—compared to 250 to 500 hours in a traditional preparation program and 40 to 50 hours in some alternative routes. Unlike these other approaches, the residency allows emerging teachers to experience the entire arc of a school

⁴ This is the Colorado Boettcher Teacher Residency, which is separate from the Denver Teacher Residency analyzed here.

⁵ **Arthur Levine**, *Educating School Teachers* (Washington, D.C.: The Education Schools Project, 2006). Likewise, TNTP asked 117 high-performing teachers in high-poverty schools what helped them improve the quality of their teaching, and only 57 percent cited their preservice training. What

was helpful for them? "Practice, in the form of trying different lessons and teaching methods over time (100 percent agreed or strongly agreed); observations of other teachers at work (93 percent); advice or feedback from their colleagues (92 percent)"—all elements of the residency model. *Perspectives of Irreplaceable Teachers* (Brooklyn, N.Y.: TNTP, August 2013).

year in the district (and sometimes the school) where they will ultimately work. Typical student teaching is usually divided between time observing and time taking full responsibility for the class—nothing in between. By contrast, a resident rarely just observes. She is sometimes only responsible for a few aspects of the classroom; at other points, she is an equal partner; and for a few weeks, she is the main teacher, receiving only minimal support from her mentor.

The residency experience is marked by intensive demands.

One program tells applicants to expect to spend 44 hours a week teaching and planning, seven hours in a weekly seminar, and 16 hours in graduate coursework. *“Basically, your life will be this program for one year,”* the recruiting document states. The residents know that in exchange for their hard work they are receiving high-quality, relevant training and real-time feedback. The program’s structure ensures that they can try all the strategies they are learning in the climate of a well-run classroom. In just over one year they receive a master’s degree (the cost subsidized mostly or completely by the residency program) and certification, and, because the residencies serve as human capital pipelines for the school systems, they are likely to be hired by the district.

There are clear benefits for districts, too. The most obvious is a steady stream of new hires who have not just cleared a high bar by being selected for the residency program, but have proven to be effective in the classroom through a rigorous evaluation process throughout the residency year. Residents learn to plan and teach to the relevant standards and with a foundation in the district curriculum. (By contrast, a principal hiring a traditional candidate knows mostly just how he or she performed in courses and on tests.) Residents are trained to teach in the high-needs areas the school systems prioritize; more than half of NCTR network program graduates teach in secondary math or science, special education, or English language learner classrooms. **Residencies recruit notably high numbers of diverse candidates, and residency graduates have an unusually low rate of attrition once they are hired as full teachers: The NCTR network has a three-year teacher retention rate of 87 percent, and at five years it is 82 percent.**

Of 54 surveyed principals whose schools hosted residents from the NCTR network in 2012–13, every one said that residents and residency graduates are more effective than the typical new teacher in five key areas predictive of teacher effectiveness: classroom instruction and pedagogy, data use, establishing the classroom learning environment, culturally responsive teaching, and professionalism and leadership. Nine in ten said they would welcome residents again the following year.

Julie Murgel, principal of a Denver elementary school that hosts residents, sees the program as a linchpin of the school’s human capital strategy. Typically she gets 200 resumes for any open teaching position, and filtering candidates through the school’s intensive selection process takes dozens of hours. Even then, with a candidate you have not seen in action, she said, *“you’re really taking a gamble.”*

With residents you’ve had on site for a full year, on the other hand, a principal has *“the ability to really test to see if they’re somebody you would want to have on your staff,”* Murgel said. *“Last year I didn’t have to spend a lot of time going through a traditional recruitment and interviewing process. We knew people right in this building that we’ve been watching very closely.”*

Bringing a residency into a school or district has deeper implications at a time when the teaching profession is placing greater value than ever on collaboration and growth. The residency can provide leadership and professional advancement opportunities for mentors in ways not inherent in typical student teacher programs (where mentors have less of a role in coaching and often no role in assessing the student teacher’s performance). And schools often find that hosting a cadre of residents has positive ripples throughout the building. The residency program, Murgel said, is *“about the process—it’s always about evolving and growing and continuing to perfect your craft. It creates very much of a learning culture, one where you feel it’s okay to give feedback, and it’s okay to receive it, and it’s collectively owned—it’s meant to help us grow as a whole team.”*

This doesn’t matter, of course, unless students grow too. They do, both when aspiring teachers are in their residency year and once they become teachers of record.⁶ Mentor teachers and principals speak again and again about the

⁶ In 2013, NCTR compiled program impact data from network partners to demonstrate the collective impact of residency programs across the country. As more data emerges from these nascent programs, there is compelling evidence that graduates of residency programs are having success in classrooms across the NCTR network. See Appendix A and B.

value of having a dedicated co-teacher in the classroom for a year; in the *NCTR Endyear Survey 2012–2013*, 82 percent of mentors said that their residents helped to improve student learning and achievement. Mentors speak too about how much they learn and improve, as they examine their own practice in order to translate it to their residents, and as residents introduce them to new strategies and ideas. In the strongest residency programs, graduates consistently outperform other first-year teachers on evaluations. **Nearly four in five principals who hosted residents in 2012-13 said in a NCTR network survey that the residency program improved student learning at their site, helped mentors grow as teachers, and positively impacted their school cultures.**

Learning from the Leaders

A consensus is growing among leaders in the education sector that clinical practice should not be an add-on to teacher preparation, but rather its core. *“Teacher education has too often been segmented with subject-matter preparation, theory, and pedagogy taught in isolated intervals and too far removed from clinical practice,”* concluded a panel of leaders in higher education and federal and state education policy tasked with evaluating the state of teacher preparation in 2010.⁷ *“But teaching, like medicine, is a profession of practice, and prospective teachers must be prepared to become expert practitioners who know how to use the knowledge of their profession to advance student learning and how to build their professional knowledge through practice. In order to achieve this we must place practice at the center of teaching preparation.”* The panel, convened by the National Council for Accreditation of Teacher Education, pushed for programs *“that are fully grounded in clinical practice and interwoven with academic content and professional courses”*—an approach endorsed upon the release of the report by U.S. Secretary of Education Arne Duncan.

While all residency programs share these ideals, and a basic design, they vary considerably in their details. They differ in who governs the program: a nonprofit, a university, or an office within the school system itself. They differ in

Aspire Teacher Residency

MEMBER:	Aspire Public Schools joined NCTR in 2010 and launched its residency program the same year.
DISTRICT:	Aspire Public Schools, which enrolls 13,500 students, is a network of 37 charter schools in large and small California cities and Memphis, Tennessee, run by a nonprofit charter management organization based in Oakland, California.
PARTNER:	University of the Pacific
RESULTS:	In Aspire schools, 44 percent of residency graduates scored “highly effective” in 2012, compared to 6 percent of other first-year teachers.

Denver Teacher Residency

MEMBER:	Denver Public Schools joined NCTR in 2009 and trained its first cohort of residents in 2009-10.
DISTRICT:	Denver Public Schools is a traditional urban district that enrolls 88,000 students in 162 schools.
PARTNER:	Morgridge College of Education at the University of Denver
RESULTS:	In 2012-13, Denver residency graduates significantly outscored first-year teachers in each of the system’s 12 indicators of effective teaching.

⁷ *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers* (National Council for Accreditation of Teacher Education, 2010). Likewise, a report by TNTP asserted recently, “It has become common practice to disregard a teacher’s first year—to treat it like a warm-up lap. ... The first year of teaching must be reconsidered. It

is not a warm-up, but an opportunity to provide focused critical feedback, cultivate emerging strengths and make careful assessments about whether new teachers should be developed into career educators or encouraged to pursue another career.” *Leap Year: Assessing and Supporting Effective First-Year Teachers* (Brooklyn, N.Y.: TNTP, April 2013).

how and by whom coursework is designed and taught, how they select residents and mentors, how they judge performance, and how they help people improve. It must be said, some residency programs work better than others.

Now, 13 years after the first residency program began, it is time to look closely at why. Residencies are operating in dozens of major school systems, and interest in the model keeps increasing. By examining the design, implementation, and underlying conditions of two highly effective residency sites, this research is meant to help new and existing residency programs, as well as other training and induction programs, build according to best practices and consider how they might benefit from adopting the most promising practices of successful residencies. **School districts and state and local policymakers can use this research to prioritize the elements of high-quality, clinical-based teacher preparation.**

Early work by NCTR centered on replicating the strategies from the founding residency programs to build new ones. After determining the core components of the residency model, the organization developed quality standards that broadly defined what residency programs should include. NCTR's next step was to use the emerging research on effective teaching and evidence from existing residencies to revise its programming with a sharp focus on what great teachers know and do. The organization provides a two-year program of comprehensive training and technical assistance to new and emerging residencies during their early years.

Programs develop in a variety of ways, however—some that work and some that do not. The Bill & Melinda Gates Foundation funded this research to help NCTR answer key questions that will help the organization better understand variation in implementation to push the model to scale: Which of the elements in the NCTR residency model are the most important? How, precisely, do the most effective programs translate good ideas into good implementation? What conditions—in a school and in a district—foster a residency program's success?

The research focused on two residency programs: Aspire Teacher Residency, founded by Aspire Public Schools in California in 2010, and Denver Teacher Residency, founded

in the Denver Public Schools in 2009. The programs differ in some regards. Aspire Public Schools, which enrolls 13,500 students, is a network of 37 charter schools in large and small California cities and Memphis, Tennessee, run by a nonprofit charter management organization. Denver Public Schools is a traditional urban district that enrolls 88,000 students in 162 schools. Aspire and Denver were chosen through a set of selection criteria that included close alignment to the NCTR standards for effective residencies, resident and graduate performance data, interest in the critical examination of programming, long-term program viability, strong leadership, and geographic location.

As they were being designed and launched, both programs received two years of intensive consulting from NCTR. Both have emerged as leaders, showing well-documented success with residents and graduates. In Aspire schools, 44 percent of residency graduates scored “*highly effective*” in 2012, compared to 6 percent of first-year teachers who came from other programs. Likewise, in 2012–13, Denver residency graduates significantly outscored first-year teachers in each of the system's 12 indicators of effective teaching.

In both school systems, the residency program is a key part of the human capital strategy. In Denver, almost 20 percent of the city's new teachers come through the residency pipeline, and in Aspire, 30 percent do. Aspire Public Schools and Denver Public Schools are now investing in the residencies to increase those rates even more.

The data collection from the sites began in November 2012 and ran until February 2014. On multiple site visits to both programs, an independent consultant with expertise in program evaluation and NCTR staff conducted interviews and focus groups with program residents, mentors, and graduates as well as training site principals and program staff. The research team observed participants in all phases of the residency cycle, from the selection process to classroom teaching to evaluation. They reviewed materials published by and about each program, analyzed internal survey results produced by the residencies, and, when necessary, conducted follow-up interviews with participating stakeholders.⁸

⁸ On the research approach conducted for the innovation sites, see **Kathy Charmaz**, *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis* (London: SAGE Publications, 2006).

Five Elements Crucial for Success

From this research process it grew clear that in key matters of ideals and implementation, the Aspire and Denver residencies—what we call “*innovation sites*”—are very much alike. Close study of these programs revealed five elements crucial to their success:

- 1 RECRUITMENT AND SELECTION:** The selection process for both residents and mentors is rigorous and intentional, to assess candidates for the characteristics known to produce strong outcomes for students.
- 2 COURSEWORK AND SEMINARS:** Relevant and rigorous coursework for residents and mentors is built around the classroom experience and aligned to what matters for students.
- 3 COACHING AND FEEDBACK:** Structured coaching and feedback systems ensure that residents engage in a meaningful and mindful classroom teaching experience.
- 4 ASSESSMENT AND EVALUATION:** An evaluation system that focuses on continual improvement—for residents, mentors, and the residency program itself.
- 5 THE SCHOOL AND THE SCHOOL SYSTEM:** The host school systems and schools possess certain characteristics that reflect the same values of the residency programs: a collaborative culture, clear teacher effectiveness rubrics, and a growth mindset.

To merely list these elements is of no use; the leaders of any program, effective or ineffective, likely believe that their selection criteria are rigorous and their coursework relevant. But these broad descriptions can be boiled down to very specific approaches in the innovation sites, ones that yield great results. This paper explores what those approaches look like and how the local context enables them to be implemented successfully. **Even in systems quite different from Aspire Public Schools and Denver Public Schools, the lessons learned here can fuel improvement for residencies, other teacher preparation programs, and, ultimately, for students.**



Programs are committed to recruiting and hiring candidates whose diversity mirrors that of the students they'll serve.

1/3 of Denver residents and 1/2 of Aspire residents are people of color.

Recruitment and Selection

The selection process for both residents and mentors is rigorous and intentional, to assess candidates for the characteristics known to produce strong outcomes for students.

When the Aspire and Denver programs are choosing candidates—perhaps the most important decision they will make—they ask themselves not just who might make an excellent teacher. They ask who will make an excellent resident.

Over the past decade, experts have made progress in identifying characteristics common to highly effective teachers.⁹ With the guidance of NCTR, the top residency programs have taken that body of evidence and added their own to create a rubric for candidates that is different from what is used in traditional programs, both in content and in rigor. **Prospective residents pass through a selection process that is very demanding, but not for its own sake; every step is included for a carefully considered reason.** In the end, most candidates don't make it: 22 percent of candidates made the cut last year in Denver, and 10 percent in Aspire. The ones who do, however, have a high chance of succeeding.

Residents are selected for what they've demonstrated in the past: academic achievement, leadership roles, and the ability to persevere. They are also selected for their vision of the future: their commitment to the community, their belief that children's learning is their responsibility, their dedication to teaching as a profession. Most notably, they are chosen because they demonstrate, in tangible ways during the selection process, that they can be reflective about their practice and that they are open to being coached.

Drawing Top Candidates

A residency program cannot be selective without a high-quality pool of applicants, which is made possible through aggressive marketing and clear incentives. Strong residency programs have organized, data-driven recruitment plans. They track where their best residents have come from—which colleges, which previous jobs—and follow up by recruiting there. The Denver Teacher Residency mounts an aggressive marketing campaign in citywide, neighborhood, and Spanish-language media; recruits at job fairs; seeks referrals from current and former residents, who know firsthand what the job takes and what kind of people might be successful; reaches out to past candidates who were qualified but barely missed the cut; and works with Denver Public Schools to identify strong candidates, such as paraprofessionals, who are already working in schools and are thus likely to understand the community and want to make a difference there.

The innovation sites work around university or state accreditation requirements that force some other programs to erect ill-advised barriers that may keep out some high-potential applicants. Applicants may have to fulfill course-work prerequisites that residency leaders feel are not germane, or they may face minimum grade point average requirements that don't necessarily reflect their potential.

⁹ See, for instance, **Will Dobbie**, *Teacher Characteristics and Student Achievement: Evidence from Teach For America* (Cambridge, MA: Harvard University, July 2011), and **Jonah Rockoff et al.**, "Can You

Recognize an Effective Teacher When You Recruit One?" *Education Finance and Policy* 6:1 (January 2011).

The university partners for the Aspire and Denver residencies both have a minimum GPA for admission, but the residencies have selected certain candidates below that threshold (they enter on academic probation) because program leaders believe that someone seeking a teaching position after many successful years as a professional should not necessarily be defined by college grades from a decade prior.

Most important to the recruiting process is being able to offer clear and compelling incentives. In addition to certification and priority hiring, Aspire residents receive a \$13,500 stipend and pay only one-third of the cost of a master's degree from University of the Pacific, with that tuition fully reimbursed (if they stay with Aspire) over the next six years. Denver residents receive teacher certification, a stipend for the residency year of \$10,000 to \$20,000 (depending on their content area), priority hiring in the Denver Public Schools over other candidates, and a master's degree from University of Denver with tuition reimbursed over four years.

Urban teacher residencies set themselves apart in their commitment to recruiting and hiring candidates whose diversity mirrors that of the students they'll serve; one-third of Denver residents and half of Aspire residents are people of color.¹⁰

The Attributes of Effective Residents

Like an aspiring teacher looking to enter a traditional university preparation program, a residency candidate will be judged by his academic background, as shown by his GPA and transcript. But, building on the successful selection processes of other alternative programs, residency programs also dig deep into a candidate's disposition. Is he persistent and resourceful in the face of challenges? Does he believe students' shortcomings are his responsibility? Is he understanding of cultural differences? Is he inclined to collaborate when he could choose to work alone? Does he take actions purposefully and own up to his mistakes? Is he reflective about the outcomes of his work and committed to always improving?

The innovation sites go a step further and weigh heavily whether a candidate is dedicated to teaching as a lifelong

profession and whether he is committed to making a difference in a particular high-needs community.

The most important characteristic that distinguishes residency programs' selection processes from those of other programs is their intense focus on whether a candidate is "coachable." The candidate must have the potential to be an effective teacher and must be an effective learner as well—someone who can act on constructive feedback to improve performance over time. *"You really need to be open to feedback,"* said Susan-Marie Farmen, a 5th grade mentor in Denver. *"As a teacher, this is the hardest job I've ever had, and I've been an actor and a comedian, and I've been heckled. But having someone in your room all the time going, 'For every two things you did that were great, five of these are alarming, so we'd like to talk about them, mainly the fire in the back right now' ... You have to be open to that, and it's hard."*

The candidate must have the potential to be an effective teacher and must be an effective learner as well—someone who can act on constructive feedback to improve performance over time.

In the first year of the Denver Teacher Residency, coachability was not a criteria for candidate selection. That year's cohort struggled with receiving continuous feedback, so the selection process was refined. Now, residents are given feedback after they do a short demonstration lesson and must reflect on that feedback in an essay. A candidate who gives a great sample lesson won't be selected if he or she demonstrates reluctance to take constructive criticism.

Last year one Denver candidate scored well in all areas but one. His essays indicated that while he was reflective and took responsibility for student learning; he also was self-reliant to the point that he did not think to seek help from colleagues to resolve challenges. The two people responsible for rating the candidate, both mentor teachers, said they would have no problem co-teaching with him but wouldn't want to have to coach him. In the end, the candidate was not admitted to the Denver Teacher Residency—though he was

¹⁰ In the new Seattle Teacher Residency, another NCTR partner program, 50 percent of residents in the program's first cohort were minorities, which is especially notable considering that minorities make up more than half of the

city's student body but only one-fifth of teachers. The high rate was achieved in large part by engaging diverse community groups in the design of the program.

recommended for another alternative certification track that did not have mentoring at its core.

“We will teach them how to be effective teachers, because that’s our mission,” said Shannon Hagerman, Program Director of the Denver Teacher Residency. *“But in order for us to do that, residents absolutely need to be open to learning and coaching.”*

The Rigorous Road to Selection

Every urban teacher residency evaluates candidates on some form of performance. Not all, however, do so with as much rigor as the innovation sites. Both programs require a five-minute teaching demonstration. Evaluators in Denver rate candidates on whether they communicate well, use strategies to engage students, are well-organized, and focus more on students’ understanding than their own delivery. Aspire’s rubric for the demonstration lesson includes key elements of the Aspire way of teaching: clear explanations of rules and expectations, clear statements of a lesson’s objective, the use of more than one engagement technique, and the inclusion of higher-level questions.

For both programs, the demonstration lesson is not just a tool to see if someone may teach well. More important, it’s intended to show how he or she may meet the challenge of improving. Aspire gives candidates feedback on their lesson and then has them redo it a half-hour later to assess how they respond to coaching.¹¹ Denver candidates write an essay about whether they were able to achieve their objectives during the lesson, how they would know if they did so, and what actions they’d take if told that students failed to understand the material. The essay rubric rates them on whether they used data to evaluate student learning, identified multiple ways they could have improved, and responded to feedback with several ideas for next steps, including seeking additional data and support from others and trying things in a new way.

In every other selection activity, too, raters are looking for clear evidence that a candidate possesses the specific attributes the programs have identified as important. Denver candidates submit an essay with their application explaining why they want to teach, why they chose Denver

Teacher Residency, and why they should be selected. The essay is not an attempt to measure the writing skills of the applicant, though that is considered. Instead, it is a targeted effort to assess his or her commitment, perspective on high-needs students, and sense of purpose. It’s one that works: independent research has shown that high evaluation scores on this essay correlates to strong midyear evaluations for residents.¹²

Denver candidates also work in a group to analyze a school’s student achievement data—they must suggest reasons for student performance levels and schoolwide strategies to improve them. They’re asked what supports they might provide for struggling students, what specific goals they might set, and how they might engage the broader school community in their effort. Of course candidates are not expected to identify a magic bullet for improvement; rather, raters are seeking certain thought patterns and dispositions. Can a candidate interpret tables of data and reflect critically on them? Does she contribute ideas and explain how they relate to student performance? Does she communicate clearly and try to engage her colleagues? Does she express belief in the learning potential of students and the school’s (and her) responsibility to maximize it?

Aspire also evaluates candidates during their interview on whether they take ownership for student results and whether they bring in varied stakeholders when tackling a challenge. Candidates are asked to present solutions to the problems a student is having and are expected to include the parents in their solution—a signal of how important family partnership is to Aspire’s mission. Candidates are also asked questions that address their ability to handle the stress and time commitment inherent in the teacher residency program.

As research in the education field and the program’s own experiences have illuminated the important of resilience (for both teachers and students), Aspire has begun to seek this out specifically in the essay and interview, and has increased its weight in the selection rubric.¹³ Are candidates defensive when they face a challenge, or are they positive and resourceful? The residency *“is a tough program,”* said Nate Monley, Regional Director of the Aspire Teacher Residency in the central California valley. *“We need people who don’t get*

¹¹ Aspire also gives applicants a 12-point checklist for their demonstration lessons. The point is less to see if they can properly execute each listed strategy than to see if they follow directions.

¹² **The American Institutes of Research** conducted research in 2011, *Characteristics of DTR Cohort 2 Applicants*, that established this.

Successful residents also had scored high on past leadership and academic achievement, as judged from their resumes.

¹³ On teachers and resilience, see the work of the University of Pennsylvania psychology professor **Angela Duckworth**.

their feelings hurt if they're told they need to improve. Having the ability to marshal resources is a really key component to perseverance and to grit. We're really evaluating potential residents through the lens of not just picking the best candidates, but the ones who are going to stay."

Promising selection practices have emerged from other residencies, too. Another NCTR network program has students provide feedback on candidates, and it turns out that residents who struggle tend to have had low student ratings. Some residencies place an especially strong emphasis on content knowledge, having found that residents who don't succeed are often weak in this area. While some use Praxis tests to screen candidates, the Boston Teacher Residency scans candidates' transcripts for certain courses and gives them homegrown tests in their content area. In Seattle, applicants for math positions observe a video of instruction on a math concept and analyze it in writing, so evaluators can see how well they understand the concept.¹⁴

Who serves as evaluators for resident selection? In many cities, just the residency program staff—but Denver goes much deeper. There, principals, central office employees, university faculty, and teachers all participate. This creates buy-in for the residency program throughout the system and improves quality. Practitioners set the bar high, with a critical eye toward who they can see adding value to the school and who they would want in their own classrooms and teams. Denver's residency program has been active long enough that it benefits from a considerable pool of past participants—residents, mentors, and graduate course instructors—who bring to the selection process a firsthand understanding of what it takes for residents to succeed.

Selection day is extremely time-consuming, and some evaluators have pushed to have the process pared back—something some other residencies have done. But the innovation sites have found that each element is crucial and wouldn't cut

any of them. For starters, the process *"yields results; we get really high-quality candidates,"* Hagerman said. The rigorous nature of the selection process also serves as a signifier to candidates of the program's high expectations. *"This is them learning about us and the rigor they can anticipate as a part of this program,"* Hagerman said. *"It's the first hurdle."*

Mentor Selection: Strong Teachers, Strong Leaders

Mentors in NCTR network programs are expected to perform in the top 30 percent of their school or district and achieve a year's worth of growth (or more) for each student. Because Aspire Public Schools and Denver Public Schools have built comprehensive teacher evaluation systems that include student data and other measures (not all districts where residencies are located have done so), these two programs are able to identify effective teachers who might comprise a strong mentor corps.¹⁵

Pinpointing top teachers, though, is only a start. Just as the potential for great teaching alone doesn't guarantee that a candidate would make a good resident, someone proven to be a great teacher may not actually make a great mentor. The innovation site leaders understand that a great mentor might have an average value-added score, while a teacher with a high value-added score might not make a strong role model for best practices or even a strong coach. *"Just because you are an effective teacher in your own right does not mean you are an effective coach of adult learners,"* Hagerman said.¹⁶ The Denver Teacher Residency, she said, tries to find a balance *"between the indicators of success and the mindset and values that we want mentors to hold."*

An effective mentor can identify and communicate her approaches to teaching, has the inclination and disposition to collaborate, and is enthusiastic about teaching. Mentors are

¹⁴ Seattle also takes an innovative approach to determining candidate attributes. People serving as references mark on a form where applicants sit on a scale for each of the core values of the program; then they are asked for a specific example of how the candidate does or does not embody each trait.

¹⁵ Evaluation metrics for Aspire Public Schools teachers include observations, student growth for the teacher and the school, and surveys of students, parents, and teacher colleagues. In Denver they include observations, student outcomes, student growth, and "professionalism" as assessed by the teacher and school leader. See Appendix C and D.

¹⁶ In choosing cooperating teachers for traditional student teaching programs, research has shown a failure to select for either effective teaching or potential for effective coaching. **The National Council on Teacher Quality** studied the processes of 134 universities and concluded: "Even under a generous interpretation of the language used by institutions to describe the qualities of an 'effective' teacher, only 28 percent of institutions require cooperating teachers to be effective instructors. Even under a generous interpretation of the language used by institutions to describe mentoring skills, only 38 percent of institutions require cooperating teachers to possess the qualities of a good mentor." **Julie Greenberg, Laura Pomerance, and Kate Walsh**, *Student Teaching in the United States* (National Council on Teacher Quality, July 2011).

expected not just to impart the technical aspects of teaching, but also to cultivate a certain disposition: an inquisitive and reflective mindset, and a constant focus on students' understanding. *"When I do certain things in the classroom, I have to think, 'Okay, now, really why am I doing this and how am I going to explain that?'—which makes me look more at myself and what I'm doing,"* said Margaret Prella, a mentor in the humanities at an Aspire middle school. **The innate charisma of the "natural" star teacher cannot be taught; the mindful process by which a teacher has moved from good to great can.**

As with residents, the innovation sites have created a selection process that focuses on the attributes of effective mentors. Prospective mentors are recommended by their principals, then write a statement of interest and are interviewed. The program then evaluates how a mentor candidate can explain pedagogy, has responded to feedback, and may approach a critical conversation. Aspire seeks feedback from mentor candidates' colleagues about whether they get defensive about their practice and whether they are good collaborators. Denver observes mentor candidates conducting a lesson and interviews them about it.

But leaders are not certain that the lessons they observe correlate with who makes a good mentor, or even that they are seeing truly representative lessons, given that the observations must be preannounced because of union rules. (Aspire's residency leaders, by contrast, are confident enough in the thoroughness of the system's teacher effectiveness data that they do not observe prospective mentors' lessons.) The New York City Teaching Collaborative residency program plans to take the process one step further, observing mentor candidates not just in the classroom but also in a team meeting, to see how reflective and collaborative they are.

Innovation site leaders agree that the quality of the mentor is one of the most important factors in whether residents succeed. Unlike with traditional student teaching, the mentor's coaching relationship with the resident—rather than the resident's teaching hours alone—makes up the core value of the experience. So residency leaders would like to make the mentor selection process more competitive and reflective of the work.

Mentors are expected not just to impart the technical aspects of teaching, but also to cultivate a certain disposition: an inquisitive and reflective mindset, and a constant focus on students' understanding.

One way to draw more candidates is to open the role to newer teachers. The innovation sites have found that in some cases, successful former residents who have taught only a couple of years can make great mentors. Some residencies face state policies mandating a minimum experience level for mentors, but it is worth seeking flexibility—the Memphis Teacher Residency did so and received a waiver from a state four-year minimum.

Highlighting the benefits to mentoring also may facilitate attempts to expand the prospective mentor pool. School systems throughout the country are working to amp up the professionalism of teaching through career ladders—a set of new leadership roles and responsibilities—and some have made mentoring a teacher candidate a formal step in the progression. At Aspire, mentoring a resident is close to the top of the career ladder, in terms of prestige and selectiveness, for teachers who want to lead and continue to teach.¹⁷ Also, there is value in having an extra teacher, even a novice, in the classroom.¹⁸ The innovation sites do not emphasize this factor, though; they are wary of principals or prospective mentors for whom this seems to be the primary motivation.

Instead, Aspire and Denver heavily promote a far more important selling point: Mentoring will improve your own teaching. Of the 2012–13 mentors in the NCTR network, 92 percent agreed that being a mentor made them a more effective teacher. Why? A mentor receives coaching and professional development from residency program staff (primarily on how to mentor, but it naturally spills over into her approach to teaching); becomes part of a learning community of other mentors; and has the opportunity, on days when her resident is taking over the classroom, to receive additional professional development, visit other classrooms, and provide other coaching. **Program staff report that when they sit with a mentor to analyze a resident's practice on each indicator in the teacher effectiveness**

¹⁷ Denver is creating a new career ladder for teachers; serving as a mentor in general will be one element, and serving as a Denver Teacher Residency mentor specifically will be a subset of that.

¹⁸ An example of a study that found significant benefits to having a co-teacher (in Minnesota classrooms) can be found in **Nancy Bacharach, Teresa Washut Heck, and Kathryn Dahlberg**, "Changing the Face of Student Teaching Through Co-teaching," *Action in Teacher Education* 32:1 (Spring 2010).

rubric, the mentor gets ideas for what she, too, could be doing better. Residents regularly bring new, research-based ideas into the classroom from their graduate courses and seminars. And the act of translating her teaching strategies to a resident forces a mentor to continuously reassess them.

“Mentoring has totally helped me become a better teacher this year,” said Lindsay Fena, a 2nd grade teacher with Aspire. “... It made me even more organized and plan ahead. It made me really think about my teaching, because I had to explain why I’m doing certain things. I came across things that I’ve done for years, and I’m like, this doesn’t even make sense and now I have to explain it to my resident. He’s going to be like, ‘Why are you doing this?’ It really makes you question your own teaching, and I feel like I’ve grown a ton this year.”

Still, getting a large pool of quality mentor prospects is difficult; telling a teacher she will improve may not entice her into committing nearly 200 hours to the challenge. Aspire warns prospective mentors that the role will add at least five to ten hours per week to their workload, in coaching, planning, attending seminars and meetings,

and—notably—always analyzing their own practice so that they can explain it to their residents. Historically, teaching in one’s own classroom can feel like a private act; participating in the residency program throws that work wide open for constant scrutiny, in many cases adds new data gathering and new observations, and forces an intense one-on-one relationship. *“Several of the mentors have shared that they spend more time with their resident than anyone else in their life,”* Aspire tells prospective mentors in its promotional material.

For all that, the extrinsic rewards are limited: Mentors receive a \$2,000 stipend for the year in Denver, and \$3,000 (plus \$500 for professional development tools of their choice) in Aspire. Of the opportunities on Aspire’s career ladder, *“I think that the mentor opportunity is the highest investment and highest reward,”* Monley said. *“But there are other things they could do for similar extra pay that require less investment of their time and emotion.”* The challenge is compounded by the fact that residency programs target schools and subjects that are the hardest to serve and hardest to staff—thus limiting the pool of effective teachers who could serve as mentors.

Does Clustering Matter?

Which makes more sense: seeking out mentors who are located in the same schools, or looking for the best possible mentors wherever they are? Clustering resident-mentor pairs is a defined strategy of some residency programs. Having a critical mass of residents and mentors provides them with a convenient chance to collaborate outside of the seminar, and it magnifies the ability to permeate residency values and approaches in a school site.

That said, prioritizing cohort size in a school can limit mentor quality, and sometimes logistical concerns take precedence. A high-poverty high school may not have three effective teachers in the specific subjects incoming residents are training in, especially at the secondary level, where residencies specialize in math, science, and special education. Denver shifted away from its priority to cluster, going from seven to nineteen residency school sites in order to find the highest-quality mentors. Kristin Gallagher, former

Bay Area residency director for Aspire, agrees that *“having a strong mentor is number one. ... I would never sacrifice the quality of the mentor in order to create a cohort.”*

Yet Lisa Hoerner, a 5th grade teacher at Aspire, can’t imagine her year as a novice mentor without the support of the third-year mentor on her campus. They met each week to discuss whether her concerns about relinquishing control of the classroom were normal, whether the approaches she was trying with her resident made sense. *“It’s very challenging being a mentor, and that’s just the reality,”* Hoerner said. *“And it’s really hard to know that you’re responsible for these thirty kids, and at the same time, you’re responsible for this one adult. And you want all of them to be getting the best that they can. So having someone else who’s been there providing that emotional support has been a huge help for me. ... Honestly, I could not imagine being by myself my first year.”*

Coursework and Seminars

Rellevant and rigorous coursework for residents and mentors is built around the classroom experience and aligned to what matters for students.

By name, the courses Aspire residents take for their master's degree appear typical of any graduate program: Literacy Development, Teaching Exceptional Learners, Data-Driven Decision Making. But theirs is not a traditional graduate school experience. Assignments in their 12 courses typically involve strategies to try out on their students right away. The course progression meshes with the priorities of a new teacher: Early classes cover lesson planning and understanding the community and students' backgrounds, followed by classroom management, then more instructionally focused topics such as data-driven decision-making and educational technology. The courses are sequenced to be more demanding at the beginning of the year, when residents have less responsibility in the classroom, then the course load ebbs as residents take over more teaching. All of their classmates are other residents, and all of their instructors are Aspire employees who have recent experience in classrooms and are fully steeped in the norms and expectations that Aspire residents face in their schools. **Unlike in traditional teacher training, foundations and methods are not separated into different courses—every class is enlaced with the why, what, and how of teaching.**¹⁹ The classwork serves the clinical experience, not vice versa.

Both innovation sites have worked hard to build relevant and rigorous learning experiences aligned and timed to what matters in the classroom—for both residents and mentors. Because they are teaching the competencies predictive of

teacher effectiveness, residents develop the knowledge base required to make instructional decisions and apply best practices to meet students' needs.

“Really Bring It Back to the Teaching”

A common refrain among traditionally trained novice teachers is that they don't get to use certain pedagogical approaches they learned at university, because they conflict with how things are done in their new school or district. That is rarely the case when professors come from within the systems and schools teaching candidates—in this case residents—will be working in. And the concurrent coursework ensures not only that residents can apply what they are learning as they are learning it—rather than after a gap of a year or more—but that they can apply it in a smoothly functioning classroom, rather than in their own first-year classroom. When Ami Hanaoka, an Aspire 2nd grade mentor, became a teacher after a traditional university program ten years ago, she said, *“The things you were learning about weren't even things I could put into practice the first year.”* That great math game her professor taught her wasn't going to fly in her new classroom, where she didn't have nearly enough control of the 20 students to provide them each with lots of little manipulatives to arrange and rearrange.

Over and over, residents at the innovation sites talk about how powerful it is to have a real-time connection between

¹⁹ On the importance of connecting foundations, methods, and clinical experiences, see **Pam Grossman, Karen Hammerness, and Morva McDonald,**

“Redefining Teaching, Reimagining Teacher Education,” in *Teachers and Teaching: Theory and Practice* 152 (April 2009).

their coursework and their classroom teaching. One Denver resident said of his Culturally Responsive Pedagogy class, *“Last night I left and I was like, ‘Oh, man, I want to go see my kids tomorrow and try out some of these things that we’re learning.’ It’s been really nice to have those theoretical discussions and then really bring it back to the teaching and the learning that we’re doing.”*

It’s not just when the courses are taught, but how and by whom. While professors from University of the Pacific and University of Denver used to teach a portion of the residents’ courses, now the majority of the course instructors are drawn from Aspire Public School and Denver Public School teachers and mentors—a move that about half of NCTR partners have made, and one program leaders feel is crucial to their success.

They say that recruiting and hiring educators from their school systems, who tend to have more recent classroom experience than university professors, allows them to more easily ensure that classes are designed and delivered with practical application at their heart. (In the few cases where the program isn’t assigning the instructors, they still review the course content.)

Residents agree; surveys in Aspire, for instance, show a clear preference for courses taught by Aspire teachers compared to those taught by university professors. Residents say that instructors from Aspire, a system with a very specific instructional culture, teach the same strategies that Aspire schools expect all teachers to use. They are far more apt, as Tonia Arevalo, an Aspire kindergarten resident, put it, to *“make sure that all their coursework connects directly to the classroom.”* The university professor she and her fellow residents took a course from merely had the residents create PowerPoint presentations based on what they learned, she said, whereas the Aspire instructors gave assignments that required them to turn theory into specific strategies to try immediately on their students.

The innovation sites were only able to take this approach because they are paired with flexible university partners who have developed trust in the residencies and because the residencies achieve results—their teachers get hired. The universities still sign off on the courses, which must meet certain standards, and innovation site leaders meet regularly with their university colleagues to swap insight and hash out logistics.

Some universities recognize that they are slow to innovate and face many barriers in changing their preparation programs, turning to residency as a vehicle for transformation. But this is not to say that a residency program must teach the

courses, only that it is easier for them to shape instruction when they do so. University leaders with an open mind can work with residency programs to design rigorous and aligned coursework while still maintaining control. Residencies can help universities serve residents better by providing instructors plenty of information on the rhythms of the residency year and the expectations that all courses and assignments (no matter how theoretical) be adapted to connect with residents’ ongoing classroom experience.

It is unlikely that a university will adapt its approach if, as is the case in several programs, residents are merely sent through a traditional graduate program alongside traditional students, with the bridging of theory and daily practice only addressed in one or two courses specifically for residents. Residencies should push, however they can, for a specialized program. If that is not possible, there are still steps that can make the coursework more relevant for residents. Are you doing everything you can to educate instructors on the needs of residents? Have you set up structures to facilitate communication among all actors—professors, mentors, residents, and program staff?

Resident Seminar

Residents in the innovation sites look forward each week to their resident seminar, where program staff lead them in a full day discussing readings, analyzing case studies, collaborating to address challenges they’re each having in the classroom, watching videos, and acting out and refining new teaching strategies aligned to their graduate coursework. **The seminar focuses on the topics the innovation sites know are crucial for effective teaching: classroom management, data analysis, student engagement, questioning, lesson planning and pacing, and more.**

One core element of Denver’s seminar is the opportunity for residents to undergo a structured improvement cycle for one practical challenge they face. In the fall, every resident identifies an indicator on Denver’s teacher effectiveness rubric he or she struggles with most. They each gather research on possible strategies to address the challenge, try them out in the classroom, and gather student outcome data to assess whether they work—all along receiving guidance on how to structure the improvement cycle and make appropriate conclusions. **The goal, Denver residency leaders say, is not just to help the resident improve in that one particular area,**

but to create a habit and process of mindful, data-driven examination of practice.

Karen Schreiner, a 2nd grade resident with Aspire, loves that the seminar enables her to tie together what she knows constitutes effective teaching and how she can plan it for her own classroom. She loves that the seminar provides a network for residents who are facing one of the most challenging experiences of their lives to bounce ideas off each other and offer support, and she appreciates gathering practical tools each week, including “an organizational system to live by.”

Mentoring is Learning

The innovation sites understand that while effective teaching requires people to develop a certain skill set, effective mentoring does too.²⁰

Cooperating teachers in traditional programs may get some tips by attending a workshop, mostly on the logistics of hosting a student teacher; they may see their role as transferring their expertise to the novice. But they don’t receive the professional development they need to be clinical instructors who provide real-time feedback to teacher candidates. The mentor’s role in residency programs, and the training that comes with it, is quite different.

Mentoring is itself a learning process, and the residency is structured explicitly around that principle. Teachers don’t typically have a lot of experience systematically observing, analyzing, and discussing each other’s practice—or even their own.²¹ So innovation site mentors receive regular training and support to develop the attitudes, skills, and strategies that will make them better coaches, through a monthly seminar, coaching from program staff, and participation in a learning community.

At the mentor seminar, program staff cover a variety of topics, such as how to give feedback on lesson plans and teaching strategies, and how to map the release of responsibility from mentor to resident. Mentors watch videos of residents teaching and discuss what areas the resident could use help in and what coaching strategies they would use. Mentors role-play giving feedback to residents and watch videos of actual debriefings, then discuss how to improve the process. They practice from scripts, learning how to give feedback and how

to approach “difficult conversations” with residents. Jenna Ogier-Marangella, an Aspire 4th grade mentor teacher, appreciates problem-solving in small groups at the seminar. “I get so much out of hearing other mentors’ ideas. ‘Oh, maybe you could try this, or you could try this,’” she said. “I always walk away from the mentor seminar with 20 different new things to try.”

Given that coaching is a learning process, the fact that mentors are expected to be coaching right from the start of the year is a challenge. Aspire addresses this by assigning mentors readings and providing a half-day seminar on the feedback process before the school year starts. Denver brings mentors together for a week in the summer and has them work with their residents before the school year begins. (The New Visions for Public Schools/Hunter College Urban Teacher Residency begins building mentors’ skills even earlier, in the spring.)

Mentor training at the innovation sites extends well beyond the seminar. Denver and Aspire mentors are coached one-on-one every week or two by program staff, who observe their meeting time with residents and provide feedback. Each month Aspire mentors take part in an activity that is conceived like medical rounds: They visit a school to watch a mentor-resident pair co-teach for an hour then debrief with the mentor for 30 minutes, providing value for both the observers and the observed. Aspire also pairs mentors together as coaching partners, a practice the program acquired from another residency in the NCTR network. The pairs observe each other’s residents and meet monthly to troubleshoot.

Another key source of learning for mentors, less formalized, is the new ideas and strategies that are transmitted through their residents’ learning experiences. Last year a math class was wildly popular, not just among Denver residents but their mentors too, who were soaking in the information the residents shared with them and sending questions back to the professor through their residents, about tackling certain standards, finding resources, and designing assessment questions. Every week, a residency director at Aspire systematizes the transmission of resident learning by telling mentors (and their principals) in an email which teaching strategies were covered in the resident seminar, how they can integrate those strategies into classroom practice for residents, and what resources they might consult.

²⁰ On mentoring as a professional practice with its own repertoire of learned skills, see **Sharon A. Schwille**, “The Professional Practice of Mentoring,” *American Journal of Education* 115 (November 2008).

²¹ **Sharon Feiman-Nemser**, “Teachers as Teacher Educators,” *European Journal of Teacher Education* 21:1 (1998).



Mentors are trained to coach residents on strategies to build students' motivation and engagement.

Coaching and Feedback

With the help of structured coaching and feedback systems, residents develop meaningful and mindful experience in classroom teaching.

For the vast majority of teachers, the first year is a practice run and students are their guinea pigs. From the first bell, that roomful of students is their responsibility, and theirs alone. Not only is that a heavy burden to bear (for both teachers and students!), there is not a lot of feedback built into the system. Even if these novices learned great teaching strategies in their preparation programs, it can be a challenge—or an impossibility—to weave them in while trying simply to establish a functional classroom environment.

Teacher residencies are built differently. Residents always have some responsibility for the students in their classrooms, but the degree ebbs and flows as they learn, receive feedback, reflect, and improve.

“You’re the Real Ms. Bruce Now”

The residency is structured around an approach called the “gradual release of responsibility,” wherein the resident’s role in the classroom shifts over time. From the start of school, residents are equal partners in the classroom as far as students and families are concerned. Aspire mentors are instructed specifically on how to make this clear: by calling the resident a “co-teacher,” giving him a desk, introducing him at community events and in letters to families, and making sure he is included in school directories and team meetings.

Residents experience the full spectrum of a classroom year and never merely sit back and watch. From the first day, they manage or teach some component of instruction. Still,

residents at first play a supporting role. They may teach a lesson on the discipline expectations or back up the mentor while she teaches; students do not depend on a novice for the bulk of their academic instruction. Tawna Turner, an Aspire 1st grade mentor teacher, said of her resident: *“At the beginning, she might not be doing a lot of the instruction, but her body is up there and we’re working together, which I think really, at the beginning of the year, helps establish [that] this is a unit.”* From there, a resident’s responsibilities increase, in ways that innovation sites are explicit in how to manage. Mentors and residents are provided calendars that establish the percentages of time of each school day and week that the resident will teach. Each pair is instructed to plot together precisely which instructional components a resident will take over and for how long, even on days where he or she plays mainly a supporting role.

Residents then have opportunities to teach independently—including full weeks in late fall and spring. After each of these intensive experiences, residents’ responsibilities are pulled back to give them a chance to receive feedback and reflect and improve their skills. This lies in stark contrast to traditional student teaching cycles, where student teachers observe their cooperating teachers at the beginning and take over responsibility at the end—leaving them little or no time to process feedback and improve, and giving them the incorrect message that, as Sharon Feiman-Nemser, an expert on teacher education at Brandeis University, wrote, *“learning to teach is something you do on your own with a little advice on the side.”*²²

Teacher residencies are built differently. Residents always have some responsibility for the students in their classrooms, but the degree ebbs and flows as they learn, receive feedback, reflect, and improve.

The demands of the gradual release calendar are coordinated with the demands of coursework in the graduate program, as well as other factors, such as the work required to complete the state teaching credential and preparation for standardized testing in the classroom. Denver residents fully take over the class for three days in early fall, a week in late fall, and two weeks in the spring. Aspire residents have a weeklong takeover in late fall and two weeks in late spring. The residents plan lessons for takeover in conjunction with their mentors, but they are fully in charge, and mentors stay out of the classroom unless they're formally observing or needed for ongoing small-group instruction. Jamie Bruce, a former Denver resident, felt like in her first takeover, she was merely reflecting her mentor's teaching practices, getting the hang of running the class. By the time the two-week takeover came around, *"I was kind of becoming my own teacher and started a few new procedures. And then the kids really got to see my personality more and [I could] find my own footing and my teaching style."* Bruce said that toward the end, her mentor *"finally saw a really strong teacher voice. ... 'She's like, you're the real Ms. Bruce now.'"*

Education pioneer John Dewey wrote that during the apprenticeship phase, a teacher in training *"should be given as much responsibility and initiative as he is capable of taking"*; in that spirit the innovation sites help mentors differentiate the precise gradual release calendar according to the needs of their residents.²³ One resident may need more time to observe his mentor teaching and therefore has a slower release. On the other hand, a resident with previous experience working with students might be ready to take on an academic lesson the second week of school.

Chris Quarton, a 3rd grade language arts teacher in Denver, last year encouraged his resident, M.G. Huth, to begin

taking over aspects of teaching on a much more accelerated rate than laid out in the schedule. *"From the first day, Quarton was very much like, 'No, we're co-teachers,'" Huth said. "So I did some transitions in the hallways and had a couple of expectations lessons that very first day."* By the second week of the school year, while most residents were still managing transitions or teaching lessons having to do with classroom expectations, Huth had advanced to doing a daily reading lesson.

Huth believes that accelerated experience gave her a leg up on classroom management later in the school year. *"My students saw me as the teacher from day one, which really contributed to behavior management once I was on my own,"* she said. During her takeover, *"my students knew what to expect since I had already been teaching on and off for the past month; they weren't surprised to see me standing up in front of them and expecting them to follow the expectations."*

Feedback by the Book

The innovation sites equip mentors with a toolkit of explicit coaching strategies that help a resident reflect on instructional practices that impact student learning. The foundation of the mentor-resident relationship is a coaching cycle of observation, feedback, and action steps. Feedback can come in spontaneous, brief conversations or daily check-ins regarding what went well, what did not, and next steps to take. Given the intense demands of the residency and the classroom, however, that's not enough; the innovation sites require, and facilitate, more in-depth collaboration. Residents and mentors are obligated to spend at least two hours each week in *"sacred meeting time,"* where they debrief past lessons and plan future ones.

All residency programs set aside time for coaching. (It's imperative for residencies to be located in schools where administrators honor teacher planning time.) The innovation sites, though, do more. They instruct mentors to focus the process with laser-like precision on student learning—Were students engaged? Did they learn what they needed to? How can we change to ensure that they do?—and make sure the

22 Sharon Feiman-Nemser, "Multiple Meanings of New Teacher Induction," in Jian Wang, Sandra J. Odell, and Renee T. Clift, eds., *Past, Present, and Future Research on Teacher Induction* (Lanham, Md.: Rowman & Littlefield, 2010).

23 John Dewey, "The Relation of Theory to Practice in Education," in Jo Ann Boydston, ed., *The Middle Works of John Dewey, 1899-1924*, Vol. 3 (Southern Illinois Press, 1977).

feedback process is aligned to the elements of the school system's teacher effectiveness framework, to prepare residents for the expectations they'll face as a teacher of record in that system. Denver and Aspire zero in on certain elements of the teacher quality indicators at specific points in the school year, to guide mentor training and observations, *"instead of having this big mumbo-jumbo of stuff that they're accountable for, because that can drive anyone crazy,"* said one Denver site coordinator.²⁴ *"When I would go into the classroom, I knew exactly what I was going to work on with that resident, how I was going to help the [mentor] coach that resident in that area as well."*

The innovation sites also provide **explicit guidance on how, exactly, to coach, through meetings with program staff, at the seminar, and through scripts, rubrics, and other tools.**

For instance, Aspire gives mentors a six-step script for providing feedback, instructing them to give precise praise, ask an open-ended question about a problem area, identify the problem and a new approach to resolve it, role-play how the resident could have done better, revise future plans to include the new approach, and set a timeline for doing so.²⁵ Denver, likewise, gives mentors a framework for *"difficult conversations"* and a more general coaching conversation planning tool, which provides a structure for debriefing about how a lesson went, analyzing student data, identifying a resident's strengths and areas of focus, and determining next steps.

Saying the right thing in the right way without alienating your resident is not natural for everyone; mentors in both programs appreciate the specific directives they've gotten to smooth the way. Ian McIntyre, a 2nd and 3rd grade mentor teacher in Denver, said that program's templates *"facilitate a well-managed, well-run conversation. They also have been tweaked to promote the idea of a cycle"* by encouraging residents and mentors to identify actions to take and then return to see whether those have been executed successfully. McIntyre learned to give a positive comment before a critical one and shape reflection in the form of questions, so residents are contributing to conversations rather than being talked at—all *"invaluable skills,"* he said.

Real-Time Coaching and Co-Teaching

The innovation sites aren't just teaching mentors how to give feedback after the fact; they're teaching mentors ways to share their practices with residents in real time, during class. They encourage mentors to provide explicit prompts about engaging in key strategies as residents teach, if need be, using an earpiece, hand signals, or a timer. They provide mentors with a set of co-teaching models, recommendations on when to use them, and how to plan for them. The mentor may teach one component of a lesson while the resident observes, then they swap; the resident may focus on classroom management while the mentor focuses on content, then they switch; the mentor and resident may teach the same thing in the same way to two groups simultaneously.

Coaching does not mean ticking off a checklist of what a student teacher should be doing. The coaching these programs teach is centered on the students and areas identified as core to effective teaching.

"At first I was like, why would I do that?" said Tawna Turner of Aspire. *"Why would I do the same thing? It's noisier. You have to have the kids ... in a weird place in the corner of the room."* Then Turner tried the approach with her resident, the kids facing opposite sides of the room and the teachers facing each other, the resident mirroring her. The results pleased her. *"My class this year is very social, and they learn through talking. ... When we split like that, it doubles their chance of contributing. It's really valuable."*

The point is not the specific tools themselves but that the innovation sites are so helpful in providing and explaining them to mentors. They emphasize that coaching does not mean ticking off a checklist of what a student teacher should be doing. More so, the coaching these programs teach is always focused on what the students are doing, and it is centered on areas identified as core to effective teaching. Lesson planning is a key element; mentors lay out explicitly the thinking that goes into the lessons they plan, including

²⁴ Schools that host the Denver Teacher Residency hire a site coordinator to monitor resident progress and provide coaching support to mentors. Some site coordinators are Richie Fellows, aspiring principals whose apprentice experience coincides with the residents'.

²⁵ The six steps are from **Paul Bambrick-Santoyo**, *Leverage Leadership: A Practical Guide to Building Exceptional Schools* (Jossey-Bass, 2012). Aspire assigns readings from that book and **Elena Aguilar's** *The Art of Coaching: Effective Strategies for School Transformation* (Jossey-Bass, 2013) to mentors early in the year; they have become bibles for the program.

student misconceptions they anticipate, the questions they'll ask, and how they'll know students are learning. Residents write lesson plans for every lesson they teach and share them with their mentors. At first Ian McIntyre would show his two residents last year precisely how he planned a lesson, explaining his thinking at each step. Over the course of the year, that shifted toward collaboration and discussion about lessons, and eventually the residents planned lessons on their own. Carolina Bacallao Chessman, one of McIntyre's residents, said, *"It really was nice to ... go through the process of writing a lesson multiple times with somebody there to hold your hand. I think that was the most important skill that I learned."*

Mentors at the innovation sites are also trained to coach residents on strategies to build students' motivation and engagement.

Classroom management is another area of focus: One of the first goals of the residency is for mentors to help residents develop skills in managing student behaviors and creating a safe environment conducive to learning, something that tends to remain a challenge for residents the entire year. Mentors have the sophistication to identify when poor classroom behavior is a symptom of poor pacing, poor engagement strategies, or other faults in teaching. Even when a resident thinks she has the entire classroom controlled and engaged, a mentor can sniff out when she does not. Coza Perry's mentor tally-marked the 5th graders who did not pay attention to the Denver resident when she delivered lessons—and they weren't the kids she suspected. *"It really opened up my eyes to be, like, 'Oh, my kids are really good at fooling me.'"*

The innovation sites help mentors coach residents in building a data-driven classroom. Lisa Hoerner, a 5th grade Aspire mentor, began to teach Dayna Perez, her resident, data-driven instructional strategies from the beginning of the school year: using math results to set daily goals, put

students in small groups, and design quizzes. *"We had a lot of conversations about building a unit while understanding how to set a measurable goal for each lesson,"* Hoerner said. *"Then we would look at the mini-quizzes, and I'd show her how, like, they were rounding correctly but have the decimal in the wrong spot."*

As a result, Hoerner said, Perez became very good at defining small, measurable goals, using quizzes to see what the students knew and what mistakes they were making, then pulling out groups for special instruction the next day. *"When she taught her first math lesson independently in the fall,"* Hoerner said, *"the class average ended up being 70 percent, which is great, and that has a lot to do with the fact that we were doing all of this from the beginning."*

Mentors at the innovation sites are also trained to coach residents on strategies to build students' motivation and engagement. Aaron Salley, a Denver resident, never realized how much he would say to students, *"Who can tell me...?"*—an approach that never got students particularly enthused to answer his questions. *"I'm not psyching them up to get them to tell me what they know, and that I'm excited about it. I'm more giving them the option of, you can tell me if you want."* His mentor brought that to his attention, and now he tries other approaches—*"I'm looking for a brave soul to put their neck out there and give me something that they know"* or *"Blow my mind"*—that get far more hands in the air. *"It gets them to be like, 'He's going to be impressed with what I say' and not, 'Oh, he wants to see who can tell him the right answer.'"*

While mentors are the primary source of coaching for residents, and program staff focus most of their time on supporting mentors, residents do receive some feedback from program staff directly. Aspire residents are observed monthly by the residency director, after which the director debriefs with the resident and mentor both separately and together. Denver residents, too, are observed monthly by the site coordinator. One resident said of the Denver Teacher Residency staff, *"If you're struggling, they come in, and they help you. They come in the next day. It's so great. I'm like, 'I'm having trouble with management,' and the next day they're in class, and we have a sit-down with all three of us."*

Assessment and Evaluation

In effective residencies, continuous improvement is a constant focus—for residents, mentors, and the residency program itself.

While some preparation programs—and some residencies—assume that because first-year teachers struggle they should not be held to high performance standards, the innovation sites have been very thoughtful about defining expectations and measuring them. They start with these questions: What does an effective teacher know and say and do? What share of this should they accomplish during their residency? After identifying the elements of effective teaching and translating them into clear and rigorous standards, they developed formal evaluation systems to measure whether residents are attaining them at various points in the year, using performance assessments, clearly defined rubrics, and observations. They also set standards, though less formal, for mentor growth. Just as important, they see the program itself as a continually evolving entity, always ripe for improvement.

Assessing Residents, Supporting Growth

At the innovation sites, the standards for residents are the same as the standards for all teachers, according to the school system's teacher effectiveness framework. This results in a smooth transition into becoming a teacher of record, as residents have been exposed quite clearly to the expectations they'll face. Aspire residents' graduate course syllabi, resident seminar, and evaluations consistently reflect the Aspire Instructional Rubric, as does everything regarding

teacher practice throughout Aspire. Likewise, Denver Teacher Residency's approach is linked tightly to Denver Public Schools' LEAP Framework for Educator Effectiveness.²⁶

The tools of measurement for these two residencies are course assignments and tests, observations by program staff and mentors (and, in Aspire's case, principals), and, most notably, a rigorous series of performance assessments. To demonstrate that they are competent in a particular indicator, such as ensuring students' use of academic language, Denver residents are given an assignment, in their seminar, to write a lesson plan infused with that indicator, teach the lesson, videotape it, watch it, revise the original lesson plan, and write up their reflections. Aspire's performance assessments, called Gateways, are similarly linked to the system's teacher effectiveness framework; topics include classroom management, lesson planning, delivering instruction, and data-driven decision-making. Each requires specific tasks and reflections. The data Gateway, for example, requires residents to work with their mentors to analyze their class's benchmark scores, revise their pacing guides for the year based on the results, and plan for differentiated instruction for individual students. For the Gateway in delivering instruction, residents are observed by Aspire program staff, who analyze where exactly elements of the resident's teaching lie on the teacher effectiveness rubric. They are assessed, among other things, on their ability to communicate the lesson's objective, keep students engaged, and pace the lesson properly.

²⁶ LEAP stands for Leading Effective Academic Practice. See Appendix C.

Both sites use multiple evaluators to observe residents multiple times.²⁷ In Denver, in addition to program staff, the resident's mentor and another mentor weigh in, as well as district-trained peer observers in the case of residents preparing to teach English language learners. Principals observe residents in the spring, though their assessment is not part of the formal evaluation process. In Aspire, the director of the residency observes each resident every three weeks, the mentor conducts at least one formal observation each week, and it is recommended that the principal observe monthly.

In Aspire, residents are engaged in regular goal-setting and assessment of where they stand along those goals; mentors conduct regular formal evaluations of residents. Mentors adjust the gradual release calendar based on how well their residents are doing on their Gateways.

That graduation is not guaranteed helps to sustain the high regard for the program and residents among hiring principals and others, and it bolsters an improvement mentality for residents.

Program leaders at innovation sites work to make sure their evaluations are consistent; one fall, Denver program staff conducted at least two observations at every host school, side-by-side with the school's site coordinator. They videotaped observations and sat down together to analyze where a resident's practice on various indicators fell on the rubric and why.

Residents who perform at low levels are given a plan of improvement. If they do not improve, they are terminated from the program, and their graduate tuition is not fully reimbursed. Aspire tells residents that *"only residents who demonstrate the ability to positively impact student learning and achievement graduate from the program. ... The program is designed to maximize teacher effectiveness, and does not guarantee employment for a specific position or period of time."* In both programs, between 10 percent and 17 percent of the residency cohort do not make it through the residency year. That graduation is not guaranteed helps to sustain the high regard for the program and residents among hiring principals and oth-

ers, and it bolsters an improvement mentality for residents.

Sherri Winger, a graduate of the Denver Teacher Residency, had struggled early on as a resident in a middle school math class. Her first evaluation, in October, had a host of low marks on specific indicators. At the time it came as a devastating surprise, though looking back, she realizes now how she was *"missing the bar on so many levels,"* especially when it came to classroom management and instruction for English language learners.

Residency staff drew up a plan: Winger stopped teaching and spent a week visiting the classrooms of master teachers throughout her school. Every day she met with the school's site coordinator to discuss the teaching strategies she had observed, what she thought worked well and didn't, and which she would try herself. She came to see that she had been mimicking her mentor instead of developing her own approach, she wasn't firm enough in capturing students' attention, and she had not worked hard enough to make a personal connection with her students.

When Winger went back to teaching in her mentor's classroom, program staff had her focus on one strategy at a time, and they observed and videotaped every lesson. They made clear that she would be let go if she couldn't rise up. As with all residents, they didn't just want her to be rated *"effective,"* she said. *"They wanted us to reach for 'distinguished' all the time."* With the support she was provided, Winger met the challenge. Her mid-year observation showed she was becoming an effective teacher, and now, as a teacher at the same school, she has been asked to be a mentor herself.

The evaluation cycle for mentors in Aspire and Denver is less rigorous than it is for residents. They are observed coaching and get feedback from program staff, and they are given indicators for effective mentoring, in areas such as modeling best practices, providing targeted feedback, facilitating difficult conversations, sharing authority, and tying instructional practice to student data. Some NCTR residency programs use a performance-based assessment for mentors, who videotape a coaching session and reflect on it; residents also provide feedback about whether the mentoring they are receiving is effective. But that approach is unusual among residencies. The innovation sites have been reluctant to add

²⁷ On the value of multiple observers, see *Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings From the*

MET Project's Three-Year Study (Seattle: Bill & Melinda Gates Foundation, 2013).



Only residents who demonstrate the ability to positively impact student learning and achievement graduate from the program.

27

an extra, formal layer of accountability for mentors, given the heavy burden they have taken on and, at least in Denver, because of union rules. (For instance, it is difficult to separate assessment of someone's coaching practice from assessment of their instructional practice, which is something that only a supervisor is allowed to evaluate.)

Program Improvement

The innovation sites systematically gather information about where they are falling short and act on it. They collect detailed data on how they are doing from resident and mentor surveys. Denver residents, for example, are asked to rate how prepared they have become to perform 24 different teaching tasks. The programs also seek evidence from informal communication and from how residents perform on various indicators in their systems' teacher effectiveness rubrics, then programs use that information and the survey results to revisit their selection criteria, evaluation process, and seminar and coursework content. When residents are consistently falling short in an indicator, it's revisited in the

seminar. When residents are performing below expectations in the classroom, program leaders investigate what they might have missed during the selection process.

The innovation sites track data on the residents from the moment they enter the process with their applications all the way through program graduation, to understand how performance indicators and scores in the selection process align with teacher effectiveness ratings in the field. Coachability scores on Denver's selection rubrics are highly correlated with strong outcomes for residents. When Aspire leaders found that candidates' ratings from a group discussion task during selection were not aligned to residents' ultimate performance in the classroom, they eliminated the group discussion and used that time for applicants to redo their demo lesson after receiving feedback, in order to analyze a more important trait: The ability to respond positively and productively to criticism. Without the group discussion they lose perspective on group dynamics, but, Monley said, *"there's been clear improvement in how open our residents are to feedback. The incidences of struggling with feedback have gone down, and the in-classroom performance has been a lot better this year."*

A photograph of two women in a classroom setting. The woman on the left has blonde hair and is wearing a purple long-sleeved top. The woman on the right has dark hair and is wearing a red top with a black cardigan. They are both looking down at a notebook held by the woman on the right. The background shows a classroom with desks, chairs, and educational posters on the wall.

Aspire and Denver treat the residencies as an important element of their human capital strategies.

A place to build lifelong teachers—hopefully ones who will stay there for a decade or more.

The School and the School System

The host school systems and schools possess certain characteristics that reflect the same values of the residency programs: a collaborative culture, clear teacher effectiveness rubrics, and a growth mindset.

It is no coincidence that Aspire Public Schools and Denver Public Schools are both designers of excellent residency programs and leaders in improving teacher quality overall.

Where residency programs succeed, key elements of that success—collaboration, clear and strong teacher effectiveness rubrics, and a growth mindset—tend to already be core characteristics of their school systems and individual school sites. Monley said that the vision of Aspire’s residency program is the same, in theory and in action, as the vision of Aspire. *“The way we develop teachers is the way we develop residents,”* he said.

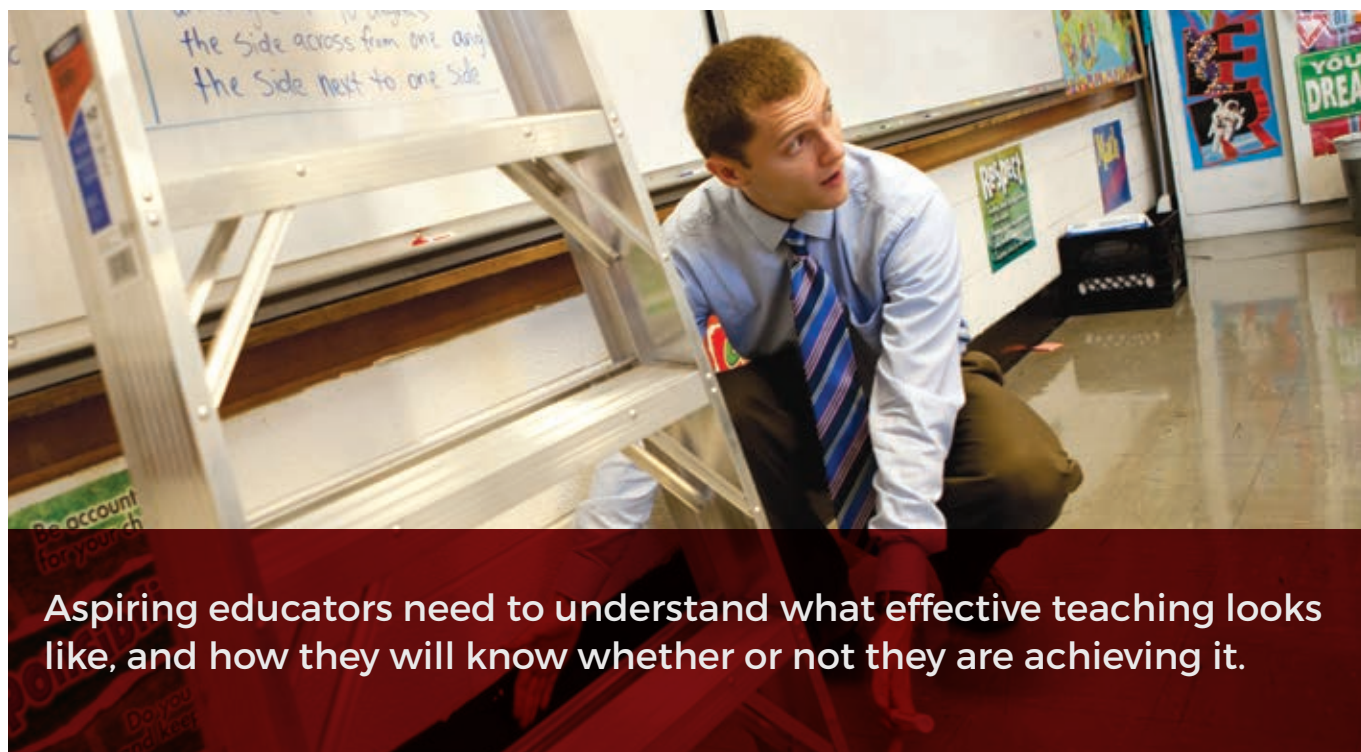
“We Live In A Good Culture”

Teachers in Aspire Public Schools and Denver Public Schools are expected to work as communities and teams as a matter of course; especially at Aspire, it is normal for teachers to watch and learn from each other. When resident Karen Schreiner worked as a psychologist at a public school system in Massachusetts, she said it felt like teachers, principals, and central office staff were all working on different tracks, at cross purposes, and didn’t support each other. By contrast, in Aspire, the residency program, the school system, and her school share a positive mindset and a common vision. *“Everyone knows what they’re working for and why.”* **What’s more, intense collaboration in the service of students isn’t just something she enjoys with her mentor; it is the norm in her school, where teachers are expected to plan and analyze data together as teams.** Residents work not just alongside

their mentors, but they gain experience and knowledge from colleagues across the school.

The imperative to continuously assess one’s own teaching practice and work to improve it is common throughout these systems, too. **When mentors work in a school or school system where it is natural to constantly reflect, to challenge each other and hold each other accountable, they can more easily pass that mindset on to their residents.** *“The culture of our district is very focused on teacher growth, development, and effectiveness,”* said Shannon Hagerman of Denver. *“Our Superintendent is always looking to see how we can prepare and develop high quality teachers who will remain committed to the district. We live in a good culture.”*

Aspire Public Schools and Denver Public Schools have rich, accessible, and differentiated resources to help teachers improve, which serves both mentors and residents. Notably, the district and school sites emphasize elements that are important to the residency, such as data analysis, lesson planning, and classroom management—which makes it easier for mentors to teach them to residents. Aspire has an extensive trove of differentiated professional development modules online, including videos of highly effective teachers succeeding in different indicators. When a district makes it easier to become a better teacher, they’ve made it easier to become a better mentor. One Denver site coordinator said that professional development is so readily available in the district that *“if a teacher ever says, ‘I don’t know how to do that’ and ‘I have no resources,’ I would have to say, ‘I don’t know where*



Aspiring educators need to understand what effective teaching looks like, and how they will know whether or not they are achieving it.

you've been.' If you're in this district, that information is made so available to us. If you identify any weak spot for yourself, there's a way to follow up with that, and it's so readily available. ... That's one thing our district does really well."

It matters for the success of the residency programs that Aspire Public Schools and Denver Public Schools have robust teacher effectiveness frameworks. Aspiring educators need to understand what effective teaching looks like, and how they will know whether or not they are achieving it. Yet residencies can fill in the void in districts without such a tool. The Boston Teacher Residency (BTR), for example, worked to define a framework for effective teaching that was then refined and adopted by the Boston Public Schools for use with teachers district-wide. Seven years later, with multiple cohorts of former residents teaching in the school system and therefore the capacity to reflect on patterns of growth and challenge, the Boston residency program developed more detailed and explicit instructional goals and rubrics to be used in coaching and in the performance assessment of their resident teachers to strengthen practice and build stronger accountability.

Even where the district as a whole has these important elements in place, though, school sites—or teams or classrooms—might not fully share that culture. When a district does not share the organizational strength or values of the

residency program, it can be confusing and stressful for the residents. Some of them can weather a negative school environment; some cannot. Conversely, individual school sites may share the residency program's culture of improvement and collaboration, even if the district as a whole is weaker in that regard. Residents, said Julie Rottier-Lukens, Denver residency program director, *"need to know what that feels like, so that they strive to create that in whatever school they land in."* In 2013-14 the Denver Teacher Residency relaxed its poverty requirements for participating schools; now two of its 19 schools were below the free and reduced-price lunch rate it had previously used as a cutoff. While this had the intended effect of increasing the mentor pool in secondary math and science, it pushed the program into schools that were not great culture fits and strained the program's strategy to cluster residents and mentors together.

There is an inherent tension between program expansion and the evident importance of a good fit. To place residents in schools where they are most likely to succeed, the innovation sites typically search for schools—and subject and grade-level teams—where the residency program would be welcomed, and whose climate meshes with the mission and mindset of the residency program. This starts with a search for principals who share the program's vision, are apt to

select mentors with care, and see the residency as an important tool for both staffing and building-wide improvement.


Khoa Nguyen, an elementary school principal in Denver, said no to the residency program for a couple of years before he said yes, because he was waiting to develop a critical mass of staff with the skills, passion, and personality to be great mentors. **Nguyen sees his school as a training site, a place to build lifelong teachers—hopefully ones who will stay there for a decade or more.** To make that happen, he gives the residents an unusual amount of support for a school leader, making sure they have professional development resources and giving them feedback on every indicator on the teacher effectiveness framework. *“I truly believe in this kind of model,”* Nguyen said. *“That is why I have to go beyond my core duties, and I have to invest in this important work.”*

The School System As Partner

That Aspire and Denver treat the residencies as an important element of their human capital strategies—the way a principal like Nguyen does—matters, too. They are two of three residency programs in the NCTR network whose governing

organization is an office of the school system, and it’s likely that contributes to the fact that all the residency graduates get teaching jobs. (Most others are run by universities, and some by external nonprofits.) *“You’ve got to start with relationships, and when you’re on the inside it’s a lot easier to make progress than when you’re on the outside,”* Rottier-Lukens said. Denver’s residency is housed, organizationally, in the Denver Public Schools human resources department. She can easily communicate to residents everything they need to know about hiring in DPS; those involved in hiring, including HR staff and principals, have a close relationship with residency staff and thus seek out residents for jobs; it is easy for the program to find adjunct professors for the graduate courses among practitioners because residency leaders worked in DPS and are connected to so many people.

That connectedness, the obvious regard these school systems have for the residency programs, comes across loud and clear to residents and serves to keep them dedicated. Said Judith Gonzalez, a Spanish-language resident in an Aspire high school: *“Aspire invests so much in their residents; I knew that this was not something I was going to go into to get my credentials and leave.”*



Certain strategies and practices are essential to effective teaching, and the selection, training, coaching, and evaluation of residents and mentors must be aligned to those elements.

Looking Ahead

The Aspire Teacher Residency and Denver Teacher Residency are just two examples of innovative residency programs that prepare teachers to be effective educators from their first day on the job. Strategies for selecting residents, designing coursework, and structuring classroom practice, feedback, and evaluation are grounded in research and continually revised, always with the goal of improved student performance.

The innovation sites are no doubt helped by the fact that they are an integrated, highly valued component of the human capital strategies of two school systems known as innovators in teacher quality. Not every teacher residency is located in, much less meaningfully incorporated into, such a school system. By the same token, the relationship with and assets of these school systems alone have not made the Aspire and Denver residencies successful. Rather, leaders there have built success by aligning all their actions to certain convictions.

They believe that teacher training is the responsibility of multiple partners working together. They believe that certain strategies and practices are essential to effective teaching, and the selection, training, coaching, and evaluation of residents and mentors must be aligned to those elements. **They believe that learning must be structured in every single way around practical experience, rather than the other way around, and that student learning must be the singular priority.**

They also believe that there is always room for improvement—in that spirit, the innovation sites have used this research process to continue assessing their own practices. The hope is that the newly captured understanding of what matters most, presented here, helps all residency programs, whether they are struggling, excelling, or simply working to get off the ground.

It is not just residency programs that can learn from the innovation sites. Other teacher training programs,

whether traditional or alternative, can incorporate some of these promising practices. By adding some of the rigorous selection practices of these residencies—especially teaching demonstrations that include a way to assess a candidate’s response to being coached—they can improve the chances of success for teacher candidates. More could be done to select cooperating teachers for their effectiveness in the classroom, as well as their potential as mentors, and then they could be provided with specific tools for coaching much like the residencies’ mentors are. Student teaching should be scheduled more like the gradual release model, to build in time for teaching candidates to reflect on feedback and refine their practice accordingly.

As much as is captured here, there is far more to learn about urban teacher residencies. This report should be seen as a first step to inspire more study by professional researchers into the effectiveness of urban teacher residencies and why certain elements are important for success.

The urban teacher residency model is a crucial component to improving the quality of teachers in high-needs schools, and thus the educational experience and life trajectory of our country’s underserved students. And, just as the innovation sites and the people doing the hard work in residencies around the country have room for improvement, all teacher preparation programs around the country should do all they can to learn from what the Aspire Teacher Residency and Denver Teacher Residency have accomplished.

Appendix A

Aspire Teacher Residency Impact: 2012, 2013 Evaluation Data

Promising early data show that Aspire Teacher Residency (ATR) graduates performed better than other first year teachers on the Aspire Teacher Effectiveness Framework. Overall, in 2013, 90% of ATR graduates in their first and second year of teaching as teacher of record were rated at the Master (14%), Highly Effective (21%), and Effective (55%) levels.

The Aspire Teacher Residency is a member of the 2010 NCTR Residency for Residencies Program (RRP) cohort and part of the NCTR Network. Started in 1999, Aspire Public Schools operates 37 schools in California and Tennessee. In partnership with University of the Pacific, ATR trains and places residents in three California regions, and recently expanded the program to Memphis, TN.

To date, ATR has graduated 63 residents, and 100% of graduates from the first two cohorts (2010 and 2011) were hired to work in an Aspire school. The residency prepared teachers are staying in the classroom; Aspire reports an 82% retention rate after 3 years.

Overview of the Aspire Teacher Effectiveness Framework

The Aspire Instructional Rubric is used to collect data on effective teaching through multiple vehicles, including classroom observations, student growth data, student feedback, parent and family feedback, and peer feedback. The effectiveness rubric includes five domains:

- (1) Data-Driven Planning and Assessment;
- (2) Classroom Learning Environment;
- (3) Instruction;
- (4) Professional Responsibilities; and,
- (5) Partnerships, Community and Family.

ATR Graduate Performance

Graduates from ATR show a tendency to perform at the Highly Effective and Effective levels on the Aspire Teacher Effectiveness Framework at a higher rate than other first year teachers. Ninety-four (94) percent of Aspire's first cohort of graduates were rated Highly Effective or Effective in 2012, and 86% of the second cohort received that rating in 2013.

In 2012, ATR graduates performed better than other first year teachers, and were rated Highly Effective at the same rate as all other Aspire teachers (44%). Additionally, 50% of graduates were rated Effective—a rate that also matched the district-wide performance of teachers.

Compared to other first year teachers, ATR graduates were rated Highly Effective at a much higher rate: 44% of ATR graduates earned the rating, versus 6% of other first year teachers earning the same rating.

In 2013, ATR's second cohort of graduates experienced similarly noteworthy results, with 86% of graduates achieving Highly Effective or Effective ratings. Across the two cohorts, no residency program graduates were rated in the lowest or highest categories, Entering and Master, respectively in their first year of teaching. Of ATR's Cohort 1 graduates 6% earned the Emerging rating (versus 39% of other first year teachers) in 2012, and 14% of Cohort 2 graduates in 2013, as compared to 23% of other first year teachers.

The 2013 cumulative results of ATR graduates teaching in their second and first year (cohort 2 and 1, respectively) showed growth in the number of graduates being rated as Master, with 14% of ATR graduates earning the designation.

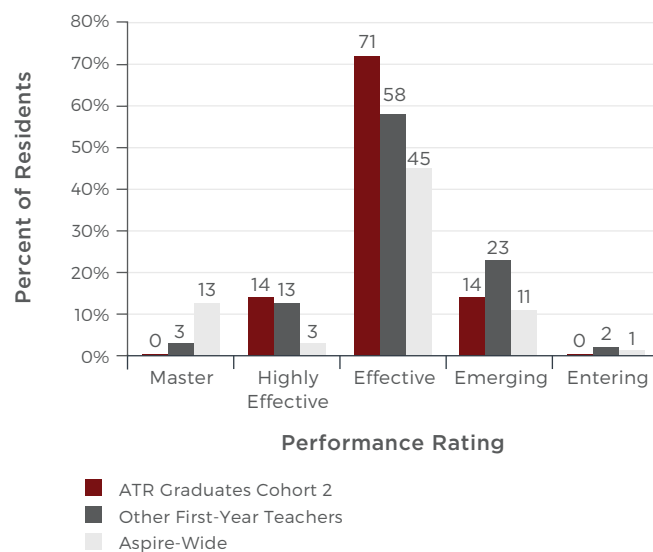
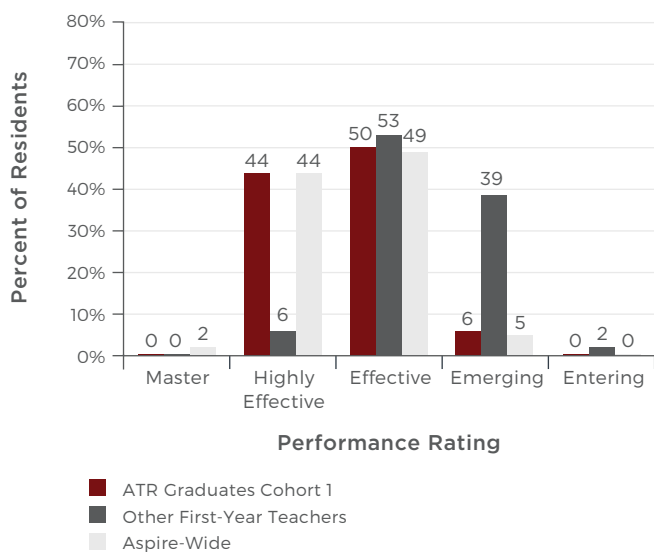
TABLE 1

Aspire Teacher Effectiveness Framework Performance of ATR Graduates, Other First Year, and All Aspire Teachers, 2012 and 2013

Performance Rating	Cohort 1 (2012)			Cohort 2 (2013)		
	Residency Graduates	Other 1st Year Teachers	Aspire-Wide	Residency Graduates	Other 1st Year Teachers	Aspire-Wide
Master	0%	0%	2%	0%	3%	13%
Highly Effective	44%	6%	44%	14%	13%	3%
Effective	50%	53%	49%	71%	58%	46%
Emerging	6%	39%	5%	14%	23%	11%
Entering	0%	2%	0%	0%	2%	1%

FIGURE A1

Aspire Teacher Effectiveness Framework Performance, 2013



FOR MORE INFORMATION:

Aspire Teacher Residency:

<http://aspirepublicschools.org/join/atr/>

Aspire Public Schools:

<http://aspirepublicschools.org>

Aspire's Teacher Effectiveness Framework:

<http://aspirepublicschools.org/approach/effective-teachers/>

Appendix B

Denver Teacher Residency Impact: Framework for Effective Teaching Scores

Denver Teacher Residency (DTR) graduates, on average, performed better than other novice teachers on the observation component of the Denver Public Schools' (DPS) *Framework for Effective Teaching*. DTR graduates outperformed all novice teachers across all 12 indicators of the Framework.

The Denver Teacher Residency is a member of the 2009 NCTR Residency for Residencies Program (RRP) cohort and part of the NCTR Network. DTR is the first district-led residency program in the nation, and “*supports Denver Public School’s mission by selecting and preparing aspiring teachers to effectively meet the diverse needs of each student, improve academic achievement, and serve as leaders in Denver’s schools, district and community.*” DTR has prepared 140 graduates for DPS to date, with an 84% retention rate after 3 years.

DPS Evaluation Framework Overview

As part of DPS’ Leading Effective Academic Practice (LEAP) evaluation system, data on teacher practice is collected over the course of the school year and provides feedback to

teachers that is “*designed to help teachers reflect on their progress and identify where they want to grow to continue ensuring their students succeed.*”¹ Teachers receive ratings on Professional Practice at the end of the school year, and receive a rating for Student Outcomes and an overall LEAP performance rating once the data become available in the fall of the following year.

As part of Professional Practice, teacher observations look at the first two domains of the *Framework*, Learning Environment and Instruction. In Learning Environment, teachers are evaluated on their ability to build a positive classroom culture and manage the classroom. This includes demonstrating knowledge and respect for diverse communities and cultures (LE1), fostering a motivational and respectful classroom environment (LE2), implementing high expectations for behavior and routines (LE3), and providing classroom resources and a physical environment that support student learning (LE4). Indicators of masterful content delivery and using high impact instructional moves make up the Instruction component of the Framework.

TABLE B1

Framework Learning Environment and Instruction

Masterful Content Delivery	High Impact Instructional Moves
Communicates standards-based content/language objectives (I.1)	Checks for understanding of objectives (I.5)
Provides rigorous tasks requiring critical thinking (I.2)	Provides differentiations addressing students’ instructional needs (I.6)
Uses instructional methods and pacing to teach objectives (I.3)	Provides academically-focused descriptive feedback (I.7)
Ensures all students’ active and appropriate use of academic language (I.4)	Promotes student communication and collaboration (I.8)

Note: Adapted from the *DPS Framework for Effective Teaching Evidence Guide Overview*, 2012-2013

¹ DPS website, <http://leap.dpsk12.org>.

DTR Graduate Performance

In 2012–13, Denver Teacher Residency graduates performed, on average, better than all other novice teachers across all domains of the Framework. This means that DTR is producing teachers who are very well equipped to ensure student success.

DTR graduates performed most effectively on the Learning Environment indicators, especially fostering a motivational and respectful classroom environment (LE2), implementing high expectations for behavior and routines (LE3), and providing classroom resources and a physical environment that support student learning (LE4).

The Framework score ranges are: Not Meeting, 1–2; Approaching Effective, 3–4; Effective 5–6; Distinguished, 7. The highest average score attained across all domains was a 5.28 for Other DPS teachers.

On 10 out of 12 indicators of Learning Environment and Instruction, DTR graduates received above a 4.0 rating, as compared to all novice teachers who, on average, achieved the rating on 5 of 12 indicators.

All other DPS educators (those who are not novice teachers) scored above a 4.0 on all indicators, and achieved an average rating above a 5.0 on 3 out of 12 indicators. The highest average rating achieved across all domains was a 5.28.

Moving Forward

DTR Graduate performance has led Denver Public Schools to recognize the importance and value of extended clinical experience for all novice teachers. In Fall 2013, DPS began the process to expand DTRs model to develop a residency program for students preparing in traditional pathways.

FOR MORE INFORMATION:

Denver Teacher Residency:

<http://www.denverteacherresidency.org>

DPS Framework for Effective Teaching Evidence Guide, Overview:

<http://leap.dpsk12.org/The-Framework/2012-13-Framework>

TABLE A2

Framework Learning Environment Indicators

Learning Environment Indicator	DTR Graduates	All Novices	Other DPS
LE1: Student Communities and Culture	4.58	4.24	4.79
LE2: Motivational and Respectful Environment	5.05	4.69	5.27
LE3: High, Clear Expectations	4.94	4.50	5.28
LE4: Resources and Physical Environment	4.84	4.67	5.15

Note: The Framework score ranges are: Not Meeting, 1–2; Approaching Effective, 3–4; Effective 5–6; Distinguished, 7. The highest average score attained across all domains was a 5.28 for Other DPS teachers.²

² The average observation rating data shown in all tables represent 33 DTR graduates, 307 novice teachers, and 3,876 other DPS teachers.

Appendix C

Aspire Public Schools Resident Learning Standards

The resident learning standards match the teacher performance standards for all Aspire teachers and are used to both guide the design of learning experiences and to evaluate each resident's development across five domains of teacher effectiveness.

Domain 1: Data-Driven Planning and Assessment	
Standards	Indicators
1.1 Establish standards-based learning objectives for instructional plans	A. Selection of learning objectives B. Measurability of learning objectives through summative assessments
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A. Designing and sequencing of learning experiences B. Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A. Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A. Knowledge of subject matter to identify pre-requisite knowledge B. Addresses common content misconceptions
1.5 Design assessments to ensure student mastery	A. Selection and progression of formative assessments B. Planned response to formative assessment data

Domain 2: Classroom Learning Environment	
Standards	Indicators
2.1 Create a classroom/community culture of learning	A. Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A. Behavioral expectations B. Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A. Interactions between teacher and students B. Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures to maintain instructional momentum	A. Routines, procedures, and transitions

Domain 3: Instruction

Standards	Indicators
3.1 Communicate learning objectives to students	A. Communication of the learning objectives of the lesson B. Connections to prior and future learning experiences C. Criteria for success
3.2 Facilitates Instructional Cycle	A. Executes lesson cycle B. Cognitive level of student learning experience
3.3 Implementation of instructional strategies	A. Questioning B. Academic discourse C. Group structures D. Resources and instructional materials
3.4 Monitor student learning during instruction	A. Checking for students' understanding and adjusting instruction B. Feedback to students C. Self-monitoring


































































Domain 4: Professional Responsibilities

Standards	Indicators
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A. Accuracy B. Use in future planning C. Acceptance of feedback
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A. Participation in a professional community

Appendix D


Denver Public Schools Framework for Effective Teaching


LEAP HANDBOOK • OBSERVATION OVERVIEW


DOMAIN	EXPECTATION	INDICATOR	
LEARNING ENVIRONMENT	Positive Classroom Culture and Climate	LE.1	Demonstrates knowledge of, interest in and respect for diverse students' communities and cultures in a manner that increases equity      
		LE.2	Fosters a motivational and respectful classroom environment      
	Effective Classroom Management	LE.3	Implements high, clear expectations for student behavior and routines   
		LE.4	Classroom resources and physical environment support students and their learning     
INSTRUCTION	Masterful Content Delivery	I.1	Clearly communicates the standards-based content-language objective(s) for the lesson, connecting to larger rationale(s)     
		I.2	Provides rigorous tasks that require critical thinking with appropriate digital and other supports to ensure student success      
		I.3	Intentionally uses instructional methods and pacing to teach the content-language objective(s)      
		I.4	Ensures all students' active and appropriate use of academic language      
	High-Impact Instructional Moves	I.5	Checks for understanding of content-language objective(s)      
		I.6	Provides differentiation that addresses students' instructional needs and supports mastery of content-language objective(s)      
		I.7	Provides students with academically-focused descriptive feedback aligned to content-language objective(s)    
		I.8	Promotes student communication and collaboration utilizing appropriate digital and other resources      


Key to Symbols: All indicators in the *Framework for Effective Teaching* apply to all classrooms in Denver Public Schools and represent our pledge to provide 21st century-focused, high-quality education for all students. Symbols have been incorporated to emphasize key instructional values and practices that are effective for all learners and essential for particular groups of students.


 **Cultural Competency**—Culturally responsive teaching strategies that are effective for all learners and essential for students of color (all classrooms)

 **English Language Learners (ELLs)**—Effective instructional strategies for all learners and essential for ELLs (all classrooms)

 **Spanish Native-Language Instruction**—Essential Spanish native-language instruction (when observing Spanish native-language instruction)

 **Students with Disabilities or Gifted and Talented**—Essential supports for students with disabilities and students identified as gifted and talented (all classrooms)

 **Information Literacy and Technology**—Effective integration of technology and digital resources in classrooms (all classrooms)





























 **CCSS Shifts**—The six common core instructional shifts to support rigorous learning (all classrooms)

Appendices: Please remember to utilize appendices appropriate to the content and/or grade level in conjunction with the standard *Framework for Effective Teaching Evidence Guide*. Appendices are in the handbook and online at leap.dpsk12.org/The-Framework/Appendices.aspx

DOMAIN: LEARNING ENVIRONMENT







EXPECTATION: POSITIVE CLASSROOM CULTURE* AND CLIMATE

INDICATOR LE.1: Demonstrates knowledge of, interest in, and respect for diverse **students' communities and cultures*** in a manner that **increases equity**

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Does not facilitate students' equitable access to content, participation, peer interaction and teacher attention. Does not demonstrate understanding of differences between native and school cultures; native language is discouraged and/or teacher insists on students' assimilation to school culture without support or respect for native cultures. Does not provide representation of students' culture, the culture of disability, community, family and/or background. Dismisses, ignores or inappropriately handles cultural and diversity** issues. 	<ul style="list-style-type: none"> Inconsistently facilitates students' equitable access to content, participation, peer interaction and/or teacher attention. Interacts with students in ways that accept students' cultural preferences and native languages that may be different from teacher's own. Limited evidence of students' culture, the culture of disability, community, family and/or background is present. Attempts to address cultural and diversity issues. 	<ul style="list-style-type: none"> Consistently facilitates students' equitable access to rigorous content, participation, peer interaction and teacher attention.       Interacts with students in ways that validate, respect and encourage their cultural preferences and native languages that may be different from teacher's own.    Varied cultural perspectives (e.g. students' culture, the culture of disability, community, family, background) are represented in the classroom through lesson examples, curricular resources, visuals and/or artifacts.   Addresses cultural and diversity issues in ways that reduce the negative impact of biased behaviors, should those situations arise.   	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Encourages students to think critically about dissenting and diverse viewpoints, equity and bias in society and/or understand and question historic and prevailing currents of thought.   Cultivates students' ability to understand and openly discuss drivers of, and barriers to, opportunity and equity in society.  Utilizes visuals and artifacts representing various cultures/world groups other than students' own. 
Student Behaviors	<ul style="list-style-type: none"> Students display apathy, isolation, embarrassment or fear, indicating they do not feel comfortable and/or safe in this classroom. Students do not make positive connections between school and personal experiences. Students raise cultural or diversity issues in a derogatory or dismissive way. 	<ul style="list-style-type: none"> The level of student participation and engagement indicates that some students feel comfortable and/or safe in this classroom. Students make occasional, positive connections between school and personal experiences. Some students recognize, discuss and/or acknowledge cultural perspectives other than their own. Students utilize native languages. 	<ul style="list-style-type: none"> High level of student participation and engagement (body language, attention, interest) indicates that students feel comfortable and safe in this classroom.   Students are secure being themselves, evidenced in sharing artifacts from home, interests, viewpoints and/or personal experiences.   Students recognize, discuss and/or acknowledge cultural perspectives other than their own.  Students intentionally utilize native languages to enhance their learning.    	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students explore, share and apply their cultural perspectives.  Students demonstrate critical thinking and appear comfortable questioning prevailing currents of thought and expressing dissenting and diverse viewpoints in respectful ways.  

***Culture** is defined as a set of shared attitudes, values, goals and practices that characterizes a group.

****Diversity** includes race, ethnicity, gender, sexual orientation, socioeconomic status, language, mental and/or physical abilities (students with disabilities, gifted and talented), religion, age, political beliefs, etc. DPS places particular emphasis on the needs of students of color and students with disabilities in order to close achievement gaps for these groups of students.

 Cultural Competency •  ELLs •  Spanish Native Language Instruction •  Students with Disabilities or Gifted/Talented •  Information Literacy/Technology •  CCSS Shifts

DOMAIN: LEARNING ENVIRONMENT
EXPECTATION: POSITIVE CLASSROOM CULTURE* AND CLIMATE

INDICATOR LE.1: Demonstrates knowledge of, interest in, and respect for diverse **students' communities and cultures*** in a manner that **increases equity**

Examples of evidence for effective teacher and/or student behaviors may include:

- Demonstrating an asset-based perspective of students from diverse backgrounds, using their experiences as resources for learning vs. excuses or problems to overcome. 🟢★👤↑
- Differentiating interactions based on knowledge of cultural differences. 🟢★↑
- Intentionally facilitating the engagement of all students (e.g., calling on students that do not raise their hands). 🟢★👤↑
- Having students engage in cooperative learning and diverse forms of expression to include students' cultural preferences (e.g., storytelling, co-narration, folktales, call-and-response, show and tell, autobiographies, music). 🟢★↑
- Helping students understand personal perspectives, or "self," as one of many cultural perspectives. 🟢
- Using role models representing diverse cultures. 🟢
- Using and/or delivering curriculum that describes historical and/or political events from a range of racial, ethnic, cultural and language perspectives. 🟢
- Using a variety of multicultural materials (e.g., literature, resources, toys/games, artifacts, realia, current events) that reflect students' cultures and/or other cultures for students to learn about. 🟢
- Offering wide range of cultural books in the classroom library and encouraging students to select a variety of books that reflect their own cultures as well as others. 🟢★↑
- Reading books that reflect students' culture and sharing reading experience and reflections with students. 🟢★↑
- Parent and community member presence that contributes to the class experience. 🟢
- Using materials that honor students' native/first language(s); these may provide a bridge from their cultural (or vernacular, sign, assistive technology) language to academic language. 🟢↑
- Using technology and digital resources (including online databases) to research diverse cultures, perspectives and opinions, and to engage in appropriate social action. 🟢💻
- Accepting different registers of language and explicit teaching of their appropriate use in different contexts. 🟢
- Addressing systems of power and privilege, even in mono-cultural classrooms, in a way that decreases bias and increases equity. 🟢

*Culture is defined as a set of shared attitudes, values, goals, and practices that characterizes a group.

🟢 Cultural Competency • ★ ELLs • 👤 Spanish Native Language Instruction • ↑ Students with Disabilities or Gifted/Talented • 💻 Information Literacy/Technology • 🔄 CCSS Shifts

DOMAIN: LEARNING ENVIRONMENT
EXPECTATION: POSITIVE CLASSROOM CULTURE AND CLIMATE

INDICATOR LE.2: Fosters a **motivational and respectful classroom environment**

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> • Suggests that there are innate limits to what students can learn; does not communicate that effort-based learning leads to increased achievement. • Solicits or acknowledges little to no student input. • Interactions between teacher/student or student/student are not respectful. • Does not model encouragement and enthusiasm. 	<ul style="list-style-type: none"> • Communicates that effort-based learning is the path to achievement, but demonstrates differing expectations for students based on perceived competence. • Invites student input, but teacher may rush or be dismissive about it. • Interactions between teacher/student or student/student are generally respectful. • Inconsistently models encouragement and enthusiasm. • Encourages students to persevere in the face of difficulty. 	<ul style="list-style-type: none"> • Communicates that effort-based learning is the path to achievement and demonstrates a belief that all students (including students of color, linguistically diverse students and those with disabilities) are competent. 🟢★↑ • Regularly solicits, values, and acknowledges input from students (including students of color, linguistically diverse students, those with disabilities and those identified as gifted and talented). 🟢★↑ • Interactions between teacher/student and student/student foster mutual respect. 🟢↑ • Models encouragement and enthusiasm (e.g., verbal support, gestures, smiles) so students feel supported. 🟢★↑ • Provides strategies for students to persevere in the face of difficulty (academic or behavioral). 🟢★↑🔄 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> • Reminds students of past challenges they have faced and overcome, pointing to students' self-efficacy. 🔄 • Models and acknowledges academic risk-taking.
Student Behaviors	<ul style="list-style-type: none"> • Few students engage in lesson. • Students do not persevere with tasks when they begin to struggle. • Students are unsupportive of peers. • Students ignore others when speaking or asking questions. • Few students take leadership roles. 	<ul style="list-style-type: none"> • Some students engage in lesson. • Students attempt to complete tasks when struggling but continually seek confirmation from teacher that they are completing it correctly. • Students are sometimes supportive of peers and offer assistance. • Some students listen and focus on teacher or peers when they are speaking. • Some students take leadership roles. 	<ul style="list-style-type: none"> • Most students engage in lesson or become engaged when prompted by teacher. • Students persevere with tasks by seeking out and using available resources*. • Students are consistently supportive of peers and offer assistance and encouragement. • Most students listen and focus on teacher or peers when they are speaking. • Most students take leadership roles through expressing opinions, making choices, facilitating academic discussions, constructively and appropriately challenging ideas and/or participating in class jobs. 🟢★↑🔄 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> • Students encourage their peers to take academic risks and persevere because it is established that effort-based learning leads to increased achievement. 🔄 • Students encourage their peers to exercise classroom leadership.

*Resources can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on student needs. 🟢💻

🟢 Cultural Competency • ★ ELLs • 👤 Spanish Native Language Instruction • ↑ Students with Disabilities or Gifted/Talented • 💻 Information Literacy/Technology • 🔄 CCSS Shifts

DOMAIN: LEARNING ENVIRONMENT
EXPECTATION: EFFECTIVE CLASSROOM MANAGEMENT
INDICATOR LE.3: Implements high, clear expectations for student behavior and routines

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Expectations for student behavior are not stated and responses to misbehavior seem random. Focuses only on correcting misbehavior of students. Responses to misbehavior are ineffective or inequitable and do not respect students' dignity. Instruction is frequently interrupted to address misbehavior or misbehavior that detracts from students' learning goes unaddressed. Rituals and routines do not exist, resulting in mishandling of resources* and/or loss of instructional time. 	<ul style="list-style-type: none"> Expectations for student behavior are either inconsistently stated or applied. Focuses on misbehavior of students but occasionally recognizes positive behavior. Some responses to misbehavior are ineffective or inequitable from student to student but effort is made to respect students' dignity. Instruction is occasionally interrupted to address misbehavior or some misbehavior that detracts from student learning goes unaddressed. Rituals and routines are somewhat clear to students; teacher needs to remind students of these routines, resulting in occasional mishandling of resources and/or loss of instructional time. 	<ul style="list-style-type: none"> High expectations for student behavior are clearly taught, consistently communicated, equitably applied to all students. 🟢★↑ Focuses on the positive behavior of students and intentionally recognizes positive behavior to reinforce expectations. Responses to misbehavior are equitable, respect students' dignity/cultural differences and are sensitive to students' needs (including any disabilities). 🟢★↑ Instruction is rarely interrupted to address misbehavior, but misbehavior that detracts from student learning is addressed. Clear rituals and routines make transitions and handling of resources efficient, maximizing instructional time. 	<i>In addition to "Effective":</i> <ul style="list-style-type: none"> Provides minimal management or reminders to handle groups, transitions and resources because students have internalized procedures and routines.
Student Behaviors	<ul style="list-style-type: none"> Students' misbehavior consistently detracts from others' learning. Few students exhibit appropriate behavior and/or do not change their behavior when prompted by the teacher. Students display anger, embarrassment, sadness or fear due to teacher's disrespectful or unfair response to their behavior. 	<ul style="list-style-type: none"> Students' misbehavior sometimes detracts from others' learning. Some students exhibit appropriate behavior while others change their behavior when prompted multiple times by the teacher. Students follow classroom rituals and routines with teacher prompting. 	<ul style="list-style-type: none"> Students' misbehavior rarely detracts from others' learning. Most students exhibit appropriate behavior, while others immediately change their behavior when prompted by the teacher. Students follow classroom rituals and routines with minimal teacher prompting. 	<i>In addition to "Effective":</i> <ul style="list-style-type: none"> Students self-manage their behavior and manage others' behavior. Students prompt each other to follow classroom rituals and routines.

*Resources can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on student needs. 📄📱

🟢 Cultural Competency • ★ ELLs • 🌐 Spanish Native Language Instruction • 📈 Students with Disabilities or Gifted/Talented • 📖 Information Literacy/Technology • 🔄 CCSS Shifts

DOMAIN: LEARNING ENVIRONMENT
EXPECTATION: EFFECTIVE CLASSROOM MANAGEMENT
INDICATOR LE.3: Implements high, clear expectations for student behavior and routines
Examples of evidence for effective teacher and/or student behaviors may include:

- Posted daily schedule to remind students of routines. ★↑
- Explicitly communicating the roles, expectations, etiquette and ways of doing things in an academic and/or professional context. 🟢★↑
- Balancing rituals and routines with energy and excitement. 🟢↑
- Providing precise directions. ★↑
- Using a variety of verbal and non-verbal cues to reinforce desired behavior. ★
- Utilizing the proactive positive response model.
- Utilizing restorative justice or conflict resolution (e.g., during class meetings) techniques to foster positive classroom culture. 🟢★↑
- Utilizing behavior charts to provide warnings and equitably manage behavior. 📈
- Students self-managing independent reading so the teacher can fully engage in small guided reading groups. ★↑

🟢 Cultural Competency • ★ ELLs • 🌐 Spanish Native Language Instruction • 📈 Students with Disabilities or Gifted/Talented • 📖 Information Literacy/Technology • 🔄 CCSS Shifts







INDICATOR LE.4: Classroom resources* and physical environment** support students and their learning

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Classroom is not arranged to facilitate learning or student interaction.** Student work is not posted or accessible. Resources, when available, are not accessible and/or not utilized by students. Does not provide Spanish materials when needed. 	<ul style="list-style-type: none"> Classroom is partially arranged to facilitate learning and student interaction.** Student work is evident in the classroom, in student materials and/or digitally. Resources are accessible but do not adequately support the objective(s). Provides limited Spanish materials when needed. 	<ul style="list-style-type: none"> Classroom arrangement promotes learning and student interaction for all (including students with disabilities).** Current and/or relevant student work (e.g., exemplars) is well-represented in a variety of formats and utilized in instruction. Resources (including clear academic language supports***) are readily accessible to students and are utilized as needed throughout the class in support of objective(s). Provides Spanish materials, including digital resources, when needed. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Posted relevant exemplars demonstrate proficient/advanced work and specify why work is proficient. Explains why particular tools or resources are best to help students be savvy information consumers and learners of specific disciplines.
Student Behaviors	<ul style="list-style-type: none"> Students do not use resources for intended purposes. 	<ul style="list-style-type: none"> Some students use resources for intended purposes. Students maintain organization of personal materials (e.g., notebooks, pencil cases, folders). 	<ul style="list-style-type: none"> Most students use resources for intended purposes. Students respect and/or maintain organization of classroom resources (e.g., books, manipulatives, computers and other digital tools). Students independently reference examples of proficient or advanced work and criteria for the work. Students are proficient and comfortable interacting with classroom resources and digital tools. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students add to the physical environment, create and/or utilize self-generated resources.

*Resources can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on student needs.

**Structural constraints/configuration of the classroom space, room sharing and teachers traveling should be taken into consideration when collecting evidence.

***Academic language supports are methodologies or activities that support understanding and practice of functions and forms. Supports may include one or more of the following: visual, sensory, group supports and/or strategic use of native language.

 Cultural Competency •
  ELLs •
  Spanish Native Language Instruction •
  Students with Disabilities or Gifted/Talented •
  Information Literacy/Technology •
  CCSS Shifts

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR I.1: Clearly communicates the **standards-based* content-language objective(s)**** for the lesson, connecting to **larger rationale(s)**

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Objective(s) are not evident or clear. Agenda may be used in place of objective(s). Objective(s) are unrelated to the specific lesson and/or not appropriate. Missed opportunities to connect content activities or tasks to the objective(s); activities or tasks are more the lesson focus. 	<ul style="list-style-type: none"> Objective(s) are evident at the beginning of the lesson, but teacher does not make connections to objective(s) throughout the lesson. Objective(s) are appropriate for content, grade level and/or student needs. Connects content activities or tasks to objective(s); but connections to big ideas, essential questions, unit goals, previous learning, standards and/or real-world situations are not made. Stated language objective(s) do not support students' practice and application of the content. 	<ul style="list-style-type: none"> Clearly communicates the content-language objective(s) (using Spanish when applicable and appropriate) throughout the lesson. ★★↑ Objective(s) are standards-based* and appropriately rigorous for grade-level content and student needs. ★↑ Explicitly connects content activities or tasks to objective(s) and to discipline's big ideas, essential questions, unit goals, previous learning, standards and/or real-world situations. Ⓢ Provides a meaningful connection between the content and language objective(s) that facilitates student mastery of the content. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Invites students to collaboratively generate learning goals with the teacher.
Student Behaviors	<ul style="list-style-type: none"> Students struggle to articulate what they are learning. They may be able to describe tasks, but not objective(s). Few students demonstrate progress toward mastery of objective(s). Students are unable to explain how lesson tasks connect to objective(s). 	<ul style="list-style-type: none"> Students read or state objective(s), but demonstrate limited understanding of the objective(s) as evidenced through their questions, comments, and work. Some students demonstrate progress toward mastery of objective(s). Students explain how tasks connect to objective(s) but cannot connect to previous learning, unit goals and/or real-world situations. 	<ul style="list-style-type: none"> Students demonstrate understanding of content-language objective(s) as evidenced through their questions, comments, and work. ★ Most students demonstrate progress toward mastering the objective(s). Students connect objective(s) to previous learning, unit goals, and/or real-world situations. Ⓢ 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students expand on the larger picture that the teacher outlines for them (e.g., they make their own connections between content-language objective(s) and units or life).

*Standards include Common Core State Standards, English Language Development Standards and Colorado Academic Standards (including Health and Wellness Standards where appropriate).

**Content-language objectives indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:

- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

■ Cultural Competency • ★ ELLs • Ⓢ Spanish Native Language Instruction • ↑ Students with Disabilities or Gifted/Talented • 💻 Information Literacy/Technology • Ⓢ CCSS Shifts

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR I.1: Clearly communicates the **standards-based* content-language objective(s)**** for the lesson, connecting to **larger rationale(s)**

Examples of evidence for effective teacher and/or student behaviors may include:

- Previewing concepts with English language learners and students with disabilities to facilitate participation and learning. ★★↑
- Presenting visuals of content-language objective(s). ★★↑💻
- Making functions and forms accessible to students through use of a variety of sensory and visual supports (e.g., anchor charts, personal sentence stems and accountable talk posters). ★★Ⓢ💻
- Referencing displayed unit goals to communicate a continuum of learning. ↑💻
- Connecting objective(s) to a digital presence (e.g., Web pages, video capture of lesson, tutorials) that develops connections to prior understandings and/or concepts. 💻Ⓢ
- Using students' native language to develop conceptual understanding. ★★
- Relating concepts to the content, including in native language when applicable, so that students can make connections to prior understanding (especially through student-created visuals or small group discussion). ★★↑💻Ⓢ
- Providing a variety of groupings that allow students to access content. ★★↑
- Modeling or demonstrating performance expectations for what mastery will look like. ★★Ⓢ↑
- Students demonstrating concepts through differentiated verbal/written communication (e.g., drawings, words/phrases or complex sentences). ★★Ⓢ↑💻
- Students demonstrating mastery of the language objective through anecdotal evidence during independent work or an exit slip. ★★↑💻
- In certain contexts to meet student needs, having individualized content-language objective(s) (e.g. credit recovery, multiple pathways, Montessori, ECE, etc.). 💻

*Standards include Common Core State Standards, English Language Development Standards and Colorado Academic Standards (including Health and Wellness Standards where appropriate).

**Content-language objectives indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:

- How will students articulate their understanding? Writing, speaking, listening and/or reading (the *domain*).
- What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the *function*).
- What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the *form*).

■ Cultural Competency • ★ ELLs • Ⓢ Spanish Native Language Instruction • ↑ Students with Disabilities or Gifted/Talented • 💻 Information Literacy/Technology • Ⓢ CCSS Shifts

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR I.2: Provides **rigorous tasks*** that require critical thinking with **appropriate digital** and **other supports** to ensure student success

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Tasks are not rigorous, as evidenced by few students needing to think through their work. OR, tasks may be rigorous, but the teacher does not provide scaffolding as evidenced by majority of students exhibiting frustration/defeat. Expects students primarily to remember and repeat facts/basic information. Tasks do not require students to justify their reasoning. Few questions are aligned to the objective(s). 	<ul style="list-style-type: none"> Tasks are rigorous for some students, while others are not required to think through the work or may be frustrated by the complexity of the task and lack of scaffolds. Tasks require students to use learning to solve problems or complete work in one context only. Tasks require students to justify their own reasoning, but do not require them to critique that of others. Some questions guide students toward mastery of the objective(s). 	<ul style="list-style-type: none"> Tasks are appropriately rigorous (increasingly complex, challenging, and/or stimulating). ★ ↑ 🖥️ 🔄 Tasks require students to extend their learning by analyzing increasingly complex texts/data, writing in response to increasingly complex texts and/or solving problems for real-world situations or multiple contexts. 🖥️ 🔄 Tasks require students to justify reasoning and critique the reasoning of others, verbally and in writing. 🔄 Questions are aligned to the objective(s) and guide students to higher-level thinking by encouraging them to examine various perspectives, evaluate and apply information or challenge routine/conventional applications. 🔄 🔄 Appropriate support is provided, and removed when no longer needed, as evidenced by independent student success with tasks. 🔄 ★ ↑ 🖥️ Provides digital resources/tools as a support for rigorous tasks when appropriate. 🖥️ 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Provides opportunities for all students to self-evaluate, reflect and share their problem-solving strategies and/or new ideas. 🔄 ★ ↑ 🖥️ Prompts students to evaluate peers' arguments and/or reasoning. 🔄 Provides digital resources/tools as an integrated component of the rigorous tasks. 🖥️ 🔄
Student Behaviors	<ul style="list-style-type: none"> Students learn facts and execute tasks in rote ways, with little connection to ideas and issues beyond the classroom. Students answer questions with limited or single-word answers. Students do not share their reasoning. 	<ul style="list-style-type: none"> Students may execute tasks and responses with some original thought or connection to ideas and issues beyond the classroom. Students' responses may include some higher-level thinking but lack sufficient evidence or contain flawed reasoning. Students may acknowledge but do not evaluate others' reasoning. 	<ul style="list-style-type: none"> Students (including students of color, linguistically diverse students, those with disabilities and those identified as gifted and talented) execute increasingly complex tasks by formulating hypotheses, analyzing data and/or solving real-world problems to deepen their understanding of the content-language objective(s). 🔄 ★ ↑ 🖥️ 🔄 Students use relevant evidence to construct written and verbal positions that justify their conclusions. 🖥️ 🔄 Students constructively evaluate others' reasoning by examining evidence, applying logic and/or considering diverse perspectives. 🔄 ★ ↑ 🖥️ 🔄 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students think in increasingly complex ways and are able to apply their knowledge to real-world situations. 🔄 Students think about systems, not just isolated parts, when approaching tasks. 🔄 Students ask each other questions aligned to the objective(s) that exhibit higher-level thinking. Students provide support for one another to master the objective(s).

***Rigorous tasks** require considerable cognitive effort and involve some level of struggle for students as they solve problems and transfer their prior understanding to new situations. Further, these tasks integrate multiple standards and demand that students monitor their cognitive process as they engage in the task. Rigorous tasks support robust student learning of a lesson's content-language objective(s).

🔄 Cultural Competency • **★ ELLs** • **🌐 Spanish Native Language Instruction** • **↑ Students with Disabilities or Gifted/Talented** • **🖥️ Information Literacy/Technology** • **🔄 CCSS Shifts**

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR I.2: Provides **rigorous tasks*** that require critical thinking with **appropriate digital** and **other supports** to ensure student success

Examples of evidence for effective teacher and/or student behaviors may include:

- Tasks (in all disciplines) require students to independently read increasingly complex texts, then write and/or speak in response to the content. **🖥️** **🔄**
- Tasks require students to analyze information (e.g., givens, constraints, relationships) and plan a solution pathway. **🖥️** **🔄**
- Tasks require students to integrate information from various sources (e.g., oral, visual, media) and to evaluate these sources. **🖥️** **🔄**
- Tasks demonstrate the usefulness and value of discipline (e.g., those that illustrate application and relevance of discipline beyond the classroom). **🖥️** **🔄**
- Providing access to group, sensory, and visual supports to engage students and improve comprehension. **★** **★** **↑** **🖥️**
- Students using prior learning and inquiry skills when approaching increasingly complex texts, data sets, events, etc. **🖥️** **🔄**
- Students applying information inferred from text, facts and/or new data. **🖥️** **🔄**
- Students providing reasoning behind their answers, regardless of whether answers are correct and typically before indicating if answers are correct or not. **🔄**
- Students demonstrating the ability to apply skills or understanding in different contexts when presented with new, unfamiliar tasks. **🔄**
- Providing sufficient time for all students to independently engage in and make sense of (reason about) the task. **🖥️** **🔄**
- Appropriate cueing and/or wait time that requires students to think through work, but not struggle to a level of frustration. **★** **★** **↑** **🖥️**
- Opportunities for students to transfer higher-level thinking from speaking and thinking aloud to writing, including: peer critiques, peer editing and online collaboration. **🖥️** **🔄**
- Providing multiple opportunities for students to expand their thinking through talking (e.g., Think Pair Share, Turn & Talk, Small Group), drawing out their connections (student-made visuals) and using realia and graphics to understand concepts. **🔄** **★** **★** **↑**
- Constructing and integrating reading, writing and listening tasks as students' oral L2 develops. **★** **★**
- Utilizing a "Writing to Learn" strategy as a way to scaffold mid- and high-stakes assignments.
- Recognizing that creativity may be presented in various ways that reflect cultural learning styles, ingenuity in language usage and/or oral skills. **🔄** **★**
- Students researching multiple perspectives and opinions using digital resources, including online databases. **🖥️**
- Providing digital and non-digital (e.g. a pencil grip, manipulatives, large print resources, etc.) supports to meet specific student needs. **↑** **🖥️**

***Rigorous tasks** require considerable cognitive effort and involve some level of struggle for students as they solve problems and transfer their prior understanding to new situations. Further, these tasks integrate multiple standards and demand that students monitor their cognitive process as they engage in the task. Rigorous tasks support robust student learning of a lesson's content-language objective(s).

🔄 Cultural Competency • **★ ELLs** • **🌐 Spanish Native Language Instruction** • **↑ Students with Disabilities or Gifted/Talented** • **🖥️ Information Literacy/Technology** • **🔄 CCSS Shifts**

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR I.3: Intentionally uses instructional methods* and pacing to teach the content-language objective(s)

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Instructional method(s), activities and materials are ineffective and do not support student mastery of objective(s). Lesson structure is not coherently sequenced or appropriately paced. Demonstrates inadequate knowledge of content areas, key concepts, structures, standards and/or content-specific terminology; or content taught is sometimes inaccurate. Does not address students' misconceptions during instruction. Does not use oral and/or written language that is comprehensible to students. Balance of teacher/student talk detracts from student learning and is not appropriate for chosen teaching methodology. 	<ul style="list-style-type: none"> Instructional method(s), activities and materials either build on students' prior knowledge or support students' mastery of objective(s), but not both. Lesson structure is either coherently sequenced or appropriately paced, but not both. Demonstrates knowledge of some combination of content areas, key concepts, structures, standards and/or content-specific terminology. Inconsistently addresses students' misconceptions during lesson. Uses oral and/or written language comprehensible to some students. Balance of teacher/student talk sometimes contributes to student learning and is appropriate for chosen teaching methodology. Use of media, technology and/or tools does not enhance the lesson. 	<ul style="list-style-type: none"> Instructional method(s), activities, and materials effectively build on students' prior knowledge and support students' mastery of objective(s). 🟩★↑🟡 Lesson structure is both coherently sequenced and appropriately paced. 🟩★↑ Demonstrates accurate knowledge of content areas, key concepts, structures, standards and content-specific terminology. Effectively addresses students' challenges, misunderstandings and misconceptions and implements various strategies in the moment according to students' needs. 🟩★↑ Consistently uses oral and/or written language that is comprehensible, including strategic use of native language. ★★↑ Balance of teacher/student talk consistently contributes to student learning and is appropriate for chosen teaching methodology. Use of media, technology and/or tools enhances the lesson. ★↑🖥️ 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Makes strong interdisciplinary connections, allowing students to see the relationships among various content, concepts and ideas. 🖥️🟡 Demonstrates deep content area knowledge as evidenced by rich explanations and nuanced responses to questions. Provides extension activities that allow students to explore essential questions. 🟡

***Instructional methods** are the ways in which information is delivered to students. These may include, but are not limited to, gradual release model, workshop model, Socratic Seminars, lecture, Collaborative Strategic Reading (CSR) and inquiry-based models.

🟩 Cultural Competency • ★ ELLs • 🟡 Spanish Native Language Instruction • ↑ Students with Disabilities or Gifted/Talented • 🖥️ Information Literacy/Technology • 🟡 CCSS Shifts

47

DOMAIN: INSTRUCTION **EXPECTATION: MASTERFUL CONTENT DELIVERY**

INDICATOR I.3: Intentionally uses instructional methods* and pacing to teach the content-language objective(s)

Examples of evidence for effective teacher and/or student behaviors may include:

- Using gradual release model, inquiry-based model, cooperative learning, investigation, Socratic Seminars, direct instruction/lecture, Collaborative Strategic Reading (CSR), etc.
- Lesson structure allows appropriate time for students to grapple with and build understanding of the content. 🟩★↑🟡
- Providing wait time based on students' needs. ★★↑
- Providing time for self-correction.
- Integrating student use of digital tools and resources (e.g., Promethean boards, LCD projectors and computers) to enhance, accelerate and/or differentiate student learning. 🖥️🟡
- Using materials and supports that address educational disabilities (e.g., assistive technology, visual schedules, etc.). ↑
- Using document cameras or similar technology to make small items visually accessible to whole class and enhance lesson. ↑🖥️
- Referring students to appropriate resources to find answers to their questions or locate additional information related to content-language objective(s). 🖥️🟡
- Providing informed responses and/or examples to address students' questions or misunderstandings.
- Providing anchor charts, vocabulary charts, etc. that support students' learning of objective(s). ★★↑
- Providing language-based clues such as: adopting slower speech rate, enunciating clearly, providing synonyms and antonyms for unknown words, modeling with think-alouds, avoiding unfamiliar idioms and using cognates when possible. ★★↑
- Explicitly indicating relationships and connections between L1 and L2, including: similarities and differences in sound systems, word/phrase/sentence structures, word/sentence meanings and effects of context on meanings. ★

***Instructional methods** are the ways in which information is delivered to students. These may include, but are not limited to: gradual release model, workshop model, Socratic Seminars, lecture, Collaborative Strategic Reading (CSR) and inquiry-based models.

🟩 Cultural Competency • ★ ELLs • 🟡 Spanish Native Language Instruction • ↑ Students with Disabilities or Gifted/Talented • 🖥️ Information Literacy/Technology • 🟡 CCSS Shifts

DOMAIN: INSTRUCTION
EXPECTATION: MASTERFUL CONTENT DELIVERY
INDICATOR I.4: Ensures all students active and appropriate use of academic language*

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Does not teach academic language. Does not provide opportunities for students to use academic language and/or does not do so in a rigorous, authentic way. Does not acknowledge students' use of academic language and/or does not address incorrect academic language usage. Does not encourage use of complete sentences. 	<ul style="list-style-type: none"> Inconsistently and/or indirectly teaches and models academic language. Provides some opportunities for students to use academic language in rigorous, authentic ways. Inconsistently acknowledges students' use of academic language and addresses some instances when academic language is not used and/or is used incorrectly. Inconsistently encourages use of complete sentences. 	<ul style="list-style-type: none"> Consistently and explicitly teaches and models precise academic language connected to the content-language objective(s) using the target language** (students' L1 or L2, as appropriate). ★★↑ Provides frequent opportunities within the content for students to use academic language in rigorous, authentic ways through listening, speaking, reading and writing. ★★↑ Acknowledges students' use and attempts at using academic language to develop concepts, and coaches students when academic language is not used or is used incorrectly. ★★↑ Consistently encourages students to use complete sentences. ★★↑ 	<i>In addition to "Effective":</i> <ul style="list-style-type: none"> Facilitates students' recall and use of academic language from other contexts and/or personal experiences. ★★ Enables students' transfer of academic language to real-world situations. ★★
Student Behaviors	<ul style="list-style-type: none"> Few students use academic language with the teacher, peers, and/or in their writing. Students are not observed using target language. Students rarely use content vocabulary and/or use it incorrectly. 	<ul style="list-style-type: none"> Some students use academic language with the teacher, peers and/or their writing. Students are observed using target language, though use may not be context-embedded and/or cognitively demanding. Students attempt to use content vocabulary but sometimes use it incorrectly. 	<ul style="list-style-type: none"> Students use academic language (in their native language or English) with the teacher, peers and in their writing. ★★↑ Students are observed using target language** in a variety of contexts and for cognitively demanding tasks, often in collaboration with other students. ★★ Students regularly and accurately use content vocabulary and language forms relevant to the objective(s). ★★ 	<i>In addition to "Effective":</i> <ul style="list-style-type: none"> Students are observed encouraging one another to use academic language regardless of their language development levels or formal English background. ★★ Students appropriately transfer academic language skills from other contexts or real-life experiences. ★★

***Academic language** is the formal language of a given content area needed by students to access rigorous material and credibly interact in both academic and professional settings (i.e. functions, forms and discipline-specific vocabulary).

• Language functions: the purposes of the communication (e.g. to classify, persuade, explain, describe, compare, sequence, etc.).

• Language forms: the conventions used to communicate (e.g. grammar, syntax, mechanics, vocabulary, etc.).

The **Target language is the language that we want students to learn, and is the primary—though not the exclusive—language of instruction (most commonly Spanish or English in DPS). In ELA-S classrooms, the target language is Spanish; in ELA-E classrooms, the target language is English.

■ Cultural Competency • ★ ELLs • ★ Spanish Native Language Instruction • ↑ Students with Disabilities or Gifted/Talented • Information Literacy/Technology • CCSS Shifts

DOMAIN: INSTRUCTION
EXPECTATION: MASTERFUL CONTENT DELIVERY
INDICATOR I.4: Ensures all students active and appropriate use of academic language*

Examples of evidence for effective teacher and/or student behaviors may include:

- Students explaining their thinking by using prompts such as: "Tell us more about that"; "How do you know?"; "Why do you think that?"; and "What evidence do you have of ____?" to promote speaking, listening, reading and writing. ★★↑
- Facilitating Classroom Talk (in pairs, Collaborative Groups, and as a whole class) to introduce, reinforce and encourage the use of academic language. ★★↑
- Providing opportunities for structured and purposeful academic conversations (e.g., Cooperative Grouping, Collaborative Small Groups, Think-Pair-Share, Turn and Talk, Talk a Mile a Minute). ★★
- Explicitly using and holding students accountable for the use of content-specific language (e.g., *angle* instead of *corner*, *staccato* instead of *choppy*). ★★
- Explicit modeling and labeling of academic language. ★★↑
- Linking vernacular to academic language to support listening and speaking. ■ ★★
- Using sentence stems, cloze sentences and/or paragraphs to promote speaking and writing. ★★↑
- Utilizing a "Writing to Learn" strategy so students experiment often with written language to increase their fluency and mastery of written conventions.
- Displaying and referencing visuals that show academic vocabulary in words and graphic representations. ★★↑
- Using graphic organizers to clearly define vocabulary and/or concepts (e.g., Frayer models, concept maps) that allow students to make connections. ★★↑
- Providing methods for students to capture academic language (e.g., personal dictionaries, learning logs, word walls, double-entry journals) to promote listening, reading and writing. ★★↑
- Offering multisensory experiences to promote listening and speaking. ■ ★★↑
- Teaching "code switching" so that other forms of language are valued and students understand the reasons to use different forms in different settings. ■ ★★↑
- Whenever students speak in incomplete sentences, reflecting concepts back in complete sentences as appropriate. ★★↑
- Having students utilize forms, functions, and content vocabulary appropriately in written responses to increasingly complex texts. C
- Demonstrating explicit attention to vocabulary, as evidenced by:
 - Spending time defining, discussing and clarifying vocabulary words unlikely to be familiar to students prior to tasks to promote reading, writing and understanding. ■ ★★↑
 - Emphasizing vocabulary through intonation, prior knowledge, visuals (e.g., illustrations, photographs, Frayer models, word wall). ■ ★★↑
 - Limiting the number of vocabulary items presented to students at any one time. ★★↑
 - Modeling correct phonetic and fluent pronunciation through a slower pace and appropriate enunciation and intonation as necessary. ★★↑

■ Cultural Competency • ★ ELLs • ★ Spanish Native Language Instruction • ↑ Students with Disabilities or Gifted/Talented • Information Literacy/Technology • CCSS Shifts

DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR I.5: Checks for understanding of content-language objective(s)

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Checks for completion of tasks but not on student progress toward mastery of objective(s). Does not adjust instruction or supports based on results of checks for understanding. Does not monitor student access to content. Questions hold few students accountable for formulating responses; predominately calls on volunteers and, at times, teacher answers own questions. 	<ul style="list-style-type: none"> Monitors progress toward the objective(s) but the checks for understanding are infrequent, not varied, and/or do not assess some students. Occasionally adjusts instruction or supports based on results of checks for understanding. Sometimes monitors student access to content but may not determine if misunderstandings are due to language. Questions hold some students accountable to formulate responses. 	<ul style="list-style-type: none"> Monitors all students' progress toward the objective(s) throughout the lesson using varied, frequent checks for understanding. 🟩 ⭐ ⭐ ⬆ Frequently adjusts instruction or supports in real time based on results of checks for understanding. 🟩 ⭐ ⬆ Frequently monitors student access to content and, if necessary, determines the source (e.g., language) of misunderstandings and/or misconceptions. ⭐ ⬆ ⬆ 🟩 Questions require most students to formulate responses and be accountable for their learning in both verbal and written responses. 🟩 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Provides criteria and structures for students to assess their own and/or peer's mastery of objective(s). 🟩 Provides opportunities for students to reflect on their learning. 🟩
Student Behaviors	<ul style="list-style-type: none"> Few students respond to questions. Students do not correct misconceptions because teacher does not provide feedback. 	<ul style="list-style-type: none"> Some students respond to questions and/or questions may be consistently answered by the same students. Students occasionally correct misconceptions based on teacher feedback/adjusted instruction. 	<ul style="list-style-type: none"> Most students respond to questions (with the use of communication devices, as needed). ⬆ Students frequently correct mistakes and address misconceptions based on teacher feedback/adjusted instruction. 🟩 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students correct misconceptions through peer critique and questioning. 🟩 Students monitor their own progress and reflect on their growth.

🟩 Cultural Competency • ⭐ ELLs • ⭐ Spanish Native Language Instruction • ⬆ Students with Disabilities or Gifted/Talented • 💻 Information Literacy/Technology • 🟩 CCSS Shifts

49

DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR I.5: Checks for understanding of content-language objective(s)
















Examples of evidence for effective teacher and/or student behaviors *may* include:

- Questioning using varied levels (e.g., Bloom's Taxonomy, Marzano's, Costa's) to assess all students' understanding. ⭐ ⬆ ⬆ 🟩
- Asking students to define or restate terms/concepts. ⭐ ⬆ ⬆
- Having students elaborate using prompts, such as: "Tell me more about ____" or "How do you know that?".
- Students explaining their thinking (metacognition). 🟩
- Explicitly asking students to identify their misunderstandings. 🟩
- Eliciting physical responses (e.g., thumbs up) to monitor understanding. ⭐ ⬆ ⬆
- Regularly circulating throughout the room during the lesson to assess all students' understanding of objective(s); teacher may take notes on student progress.
- Conferencing.
- Students communicate completion of the primary task using the identified language objective domain. ⭐ ⬆
- Performance tasks (e.g., constructed responses, application tasks). 🟩
- Using native language to clarify concepts (through other adults or student peers). ⬆
- Using checklists/rubrics; students applying criteria to their work and/or to that of their peers. 🟩
- Using exit tickets.
- Using online polling, "clickers" or student response systems to monitor student progress. 💻
- Students monitor their own progress with a wall chart, in a notebook, online, etc. ⭐ ⬆ ⬆ 💻







🟩 Cultural Competency • ⭐ ELLs • ⬆ Spanish Native Language Instruction • ⬆ Students with Disabilities or Gifted/Talented • 💻 Information Literacy/Technology • 🟩 CCSS Shifts

DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR I.6: Provides **differentiation*** that addresses students' instructional needs and supports mastery of content-language objective(s)

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Does not modify/extend instructional methods, content, lesson processes and/or products to support students' needs. Questioning is not differentiated for students' needs. 	<ul style="list-style-type: none"> Modifies/extends instructional methods, content, lesson processes and/or products, but differentiation does not adequately address some students' individual needs and/or access to grade-level content. Questioning is inconsistently differentiated for students' needs. 	<ul style="list-style-type: none"> Supports access to and/or extension of grade-level content by modifying content, lesson processes and/or products to meet the diverse academic and linguistic needs of individual students (including students with interrupted formal education).      Questioning is consistently differentiated (including clear enunciation, language choice, additional wait time, simplified sentence structures, slower pacing/speech patterns, level) to meet the academic and linguistic needs of individual students.     	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Provides modified content, process or product in response to reasonable student requests. Supports all students in identifying how they learn best and in creating/utilizing strategies that support their individual needs.
Student Behaviors	<ul style="list-style-type: none"> Few students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work products and class participation. 	<ul style="list-style-type: none"> Some students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work products and class participation. 	<ul style="list-style-type: none"> Students are able to make progress toward mastery of the objective(s) as evidenced by their questions, comments, work products and class participation. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students provide support to one another based on individual needs. Students know their learning preferences and academic goals, apply strategies that support their learning and self-advocate as needed.     Students actively engage in the use of technology tools to demonstrate different levels of understanding.  






















































*Differentiation may be based on individual students' academic needs, language proficiencies, physical/social/emotional needs, interests, and/or culture.

 Cultural Competency •  ELLs •  Spanish Native Language Instruction •  Students with Disabilities or Gifted/Talented •  Information Literacy/Technology •  CCSS Shifts

DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR I.6: Provides **differentiation*** that addresses students' instructional needs and supports mastery of content-language objective(s)

Examples of evidence for effective teacher and/or student behaviors *may* include:

- Adjusting *content* according to students' performance levels, language skills, knowledge and/or cultures.     
- Adjusting *process* through grouping (homogeneously and heterogeneously by languages and academic proficiencies, depending on tasks and objective) and learning styles (e.g., auditory, kinesthetic, verbal, visual-spatial, tactile).     
- Adjusting *product* by providing students multiple ways to demonstrate learning (e.g., acting out knowledge, using physical objects, using visuals, providing other performance-based opportunities) to accommodate academic/linguistic need and/or interests.    
- Providing access to native language materials and grade-level or above-level texts, including recorded audio texts, as appropriate.     
- Providing individualized academic supports to learn information or complete tasks, such as graphic organizers, math manipulatives and online resources.     
- Giving students multiple opportunities to answer questions, including in collaborative pairs or groups.    
- Providing access to one-on-one adult and/or peer support.  
- Designing collaborative groups so that students with diverse skill levels are supported as well as challenged by their peers.     
- Utilizing various tools (e.g., technology/digital resources and assistive technology devices for students with disabilities) to meet students' learning needs.     
- Using assessments to guide students in selecting "just right" books for independent reading.   
- Modeling use of resources around the room and on the walls to encourage independent student use of those resources. 
- Utilizing visuals, realia, gestures and facial expressions to explain content and/or vocabulary.    
- Facing students when speaking to support language production and understanding.   
- Providing cross-language transfer feedback (e.g., teacher reminding students that they know *pre* in Spanish carries the same meaning as *pre* in English).  

*Differentiation may be based on individual students' academic needs, language proficiencies, physical/social/emotional needs, interests and/or culture.







 Cultural Competency •  ELLs •  Spanish Native Language Instruction •  Students with Disabilities or Gifted/Talented •  Information Literacy/Technology •  CCSS Shifts

DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR I.7: Provides students with **academically focused descriptive feedback*** aligned to content-language objective(s)

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Provides feedback to only a few students. Feedback is not descriptive or timely; may be limited to evaluative or motivational (e.g., "good job"; "I know you can do it"). Does not provide next steps for students. 	<ul style="list-style-type: none"> Provides academically focused descriptive feedback to some students and/or during some parts of the lesson. May provide timely descriptive feedback on students' progress toward mastery of objective(s), but majority of feedback is focused on task completion. Identification of students' next steps is not clearly evident. 	<ul style="list-style-type: none"> Provides academically focused descriptive feedback to most students throughout the lesson. ↑ Provides timely academically focused descriptive feedback allowing students to know their progress toward mastery of the objective(s). ↑ Clearly identifies students' next steps, focusing on students' strengths and areas for growth. ↑ 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Provides academically focused descriptive feedback to all students. Ⓢ Intentionally provides opportunities for students to give one another academically focused descriptive feedback. Ensures that students can identify next steps. Feedback inspires further thinking and can be transferred to other contexts. Ⓢ
Student Behaviors	<ul style="list-style-type: none"> Few students are clear on steps needed to make progress towards mastery of objective(s). 	<ul style="list-style-type: none"> Some students are clear on steps needed to make progress towards objective(s). 	<ul style="list-style-type: none"> Most students apply academically focused descriptive feedback to their work in order to take next steps and make corrections and/or revisions that support them in mastering objective(s). Ⓢ 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students provide academically focused descriptive feedback to each other. Students explain how their work/responses meet the expectations of objective(s). Students are able to explain steps needed to improve their work.

***Academically focused descriptive feedback** is specific to the learning tasks and/or objective(s) and focuses on students' progress toward mastery of content-language objective(s). The feedback can be posed in the form of a question as well as a statement.

 Cultural Competency •
  ELLs •
  Spanish Native Language Instruction •
  Students with Disabilities or Gifted/Talented •
  Information Literacy/Technology •
  CCSS Shifts

51

DOMAIN: INSTRUCTION **EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES**

INDICATOR I.7: Provides students with **academically focused descriptive feedback*** aligned to content-language objective(s)

Examples of evidence for effective teacher and/or student behaviors may include:

















- Defining deficiencies and highlighting next steps when using non-proficient examples. Ⓢ
- Using think-alouds to model how students could respond to the use of feedback.
- Circulating during the lesson to question students and provide academically-focused descriptive feedback.
- Providing feedback on students' use of strategies and metacognitive processes. Ⓢ
- Providing feedback by modeling corrections in the response to a student (recasting). ★★
- Providing opportunities for students to self-assess and peer-assess (e.g., with rubrics). Ⓢ
- Providing opportunities for student action/reflection based on feedback received.
- Supporting grades/marks with written academically focused descriptive feedback.
- Referencing anchor charts based on students' responses and/or work. ★
- Using data charts that reflect progress toward explicitly stated goals/objective(s) referenced during lesson.
- One-on-one conferencing, small-group or whole-group tasks that result in students receiving academically focused descriptive feedback.
- Utilizing feedback loops to get additional information from students (e.g., question→answer→clarifying question→answer→probing question→answer). ★

***Academically focused descriptive feedback** is specific to the learning tasks and/or objective(s) and focuses on students' progress toward mastery of content-language objective(s). The feedback can be posed in the form of a question as well as a statement.

 Cultural Competency •
  ELLs •
  Spanish Native Language Instruction •
  Students with Disabilities or Gifted/Talented •
  Information Literacy/Technology •
  CCSS Shifts



DOMAIN: INSTRUCTION EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES







INDICATOR I.8: Promotes student **communication*** and **collaboration**** utilizing appropriate digital and other resources***

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Provides few opportunities for students to communicate their ideas. Provides few opportunities for students to collaborate. Does not establish clear expectations for communication and/or collaboration among students. Does not pose questions that encourage accountable talk. 	<ul style="list-style-type: none"> Provides some opportunities for students to communicate their ideas, but the opportunities do not promote progress toward mastery of objective(s). Provides some opportunities for students to collaborate but the opportunities are not effective in developing their progress toward mastery of objective(s). Establishes clear expectations for communication and/or collaboration among students, but only some students are held accountable. Occasionally poses questions that encourage accountable talk. 	<ul style="list-style-type: none"> Provides adequate opportunities for all students (including students of color, linguistically diverse students, those with disabilities and those identified as gifted and talented) to communicate their ideas verbally or in written response to increasingly complex texts as a means of progress toward mastery of the objective(s).       Provides frequent and intentional opportunities for all students to collaborate as a means of developing their progress toward mastery of objective(s).      Establishes clear expectations for communication and/or collaboration among students with protocols and tools, holding most students accountable for participation and the content of their conversations. Prompts students or poses questions to facilitate accountable talk discussions (listening, participating, clarifying and elaborating).    Utilizes assistive technology and communication devices when needed.   	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Allows students to choose how they will communicate and/or collaborate as a means of developing their progress toward mastery of the objective(s).

***Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.











****Collaboration** occurs when individuals are accountable to one another and work together in a cooperative manner for a common purpose or goal. Expectations for collaboration should be based on the model of the class (e.g., mixed grade level, center programs, credit recovery, multiple pathways, blended learning, etc.).

*****Resources** can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on student needs.  

 Cultural Competency •  ELLs •  Spanish Native Language Instruction •  Students with Disabilities or Gifted/Talented •  Information Literacy/Technology •  CCSS Shifts



DOMAIN: INSTRUCTION EXPECTATION: HIGH-IMPACT INSTRUCTIONAL MOVES







INDICATOR I.8: Promotes student **communication*** and **collaboration**** utilizing appropriate digital and other resources***

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Student Behaviors	<ul style="list-style-type: none"> Few students effectively communicate for the intended purpose/audience in the target language. Few students ask questions. Students interact inappropriately in diverse groups. Few students assume personal responsibility for group work. 	<ul style="list-style-type: none"> Some students effectively communicate for the intended purpose/audience in the target language. Students ask the teacher questions and express opinions. Students interact appropriately in diverse groups, but do not attempt to understand others' perspectives. Some students assume personal responsibility for group work. 	<ul style="list-style-type: none"> Students effectively communicate for the intended purpose/audience in the target language.    Students ask teacher and peers questions, expand on other's thinking and construct oral and written arguments that are supported by evidence.   Students interact appropriately in diverse academic discussions (e.g., one-on-one, small group, or whole class settings and come to understand others' perspectives).  Most students assume personal responsibility for individual and collaborative work. Students collaborate to answer questions, build understanding and solve problems.  As appropriate, students use various digital tools and resources for researching, communicating and collaborating.   	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students set goals for their collaborative groups and evaluate their progress toward meeting objective(s). Students independently engage in accountable talk to challenge thinking, push for evidence and/or refine arguments. 

***Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

























****Collaboration** occurs when individuals and work together in a cooperative manner for a common purpose or goal. Expectations for collaboration should be based on the model of the class (e.g., mixed grade level, center programs, credit recovery, multiple pathways, blended learning, etc.).

*****Resources** can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on student needs.  

 Cultural Competency •  ELLs •  Spanish Native Language Instruction •  Students with Disabilities or Gifted/Talented •  Information Literacy/Technology •  CCSS Shifts



INDICATOR I.8: Promotes student **communication*** and **collaboration**** utilizing appropriate digital and other resources***

Examples of evidence for effective teacher and/or student behaviors may include:

- Providing accountable talk protocol (e.g., "I know this is the answer because on page ____" or "I agree/disagree with ____ because ____"). 
- Students asking peers questions that require them to explain their thinking, including in online forums.  
- Facilitates while students ask/answer questions that guide the discussion.
- Providing adequate wait time for students to process after questions are posed.   
- Structured peer assistance.   
- Variety of grouping arrangements.   
- Assigning group roles to promote student leadership and group accountability.  
- Students showing adaptability and work ethic in collaborative situations. 
- Holding students accountable for contributing to collaborative group work.
- Student debates, role plays, simulations, interviews, etc.
- Tools evident in supporting oral language (e.g., accountable talk poster, anchor charts, personal sentence stems, digital resources).    
- Word walls, anchor charts and other resources in the room align to the content and are used by teacher and students.   
- Providing opportunities for students to use Web pages (e.g., Wikis) , webcams and other technology tools to communicate within and outside the classroom. 
- Promoting quality conversations surrounding books and reading (e.g. book talks, book share, student book recommendations, etc.).
- Providing a Literacy Group collaborative structure with specified student roles and a defined group purpose to raise engagement with a variety of increasingly complex texts through a high level of discourse. 

***Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

****Collaboration** occurs when individuals and work together in a cooperative manner for a common purpose or goal. Expectations for collaboration should be based on the model of the class (e.g., mixed grade level, center programs, credit recovery, multiple pathways, blended learning, etc.).

*****Resources** can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on student needs.  

 Cultural Competency •  ELLs •  Spanish Native Language Instruction •  Students with Disabilities or Gifted/Talented •  Information Literacy/Technology •  CCSS Shifts

NATIONAL CENTER FOR
**TEACHER
RESIDENCIES**

1332 N. HALSTED STREET, SUITE 304
CHICAGO IL 60642
312.397.8878
WWW.NCTRESIDENCIES.ORG

MISSION

Launch and support a network of high-performing residency programs dedicated to preparing highly effective urban public school teachers that will transform educational practices nationwide.