PSD's High-Leverage Educator Instructional Practices

PDE's Framework for Educator Effectiveness - Teacher or NTPE

Know and Value Every Learner

1B: Demonstrating Knowledge of Students   *2A: Creating an Environment of Respect & Rapport*

🔵 Do the behaviors, materials, and learning tasks in the classroom value the dignity of all community members (Warm Demander approach)? Do they reflect bias or reinforce stereotypes?

🔵 Is there evidence that the teacher is aware of students' individual needs and backgrounds (academic/behavioral/language accommodations or modifications, etc.)and has a plan to differentiate instruction to meet their needs?

🔵 What's good for some is good for all! What universal choices or accommodations are in place to benefit all students? Is there a buffet of options to address learner variability?

Develop Learner Agency/Autonomy

2B: Establishing a Culture for Learning   *2C: Managing Classroom Procedures*   *2E: Organizing Physical and Digital Space*

🟡 Do students have a choice about the materials they will use to learn the material or complete the assessment/s?

🟡 How will activities be included to sustain student effort and promote self-regulation?

🟡 Does the lesson design and learning tasks empower students to make authentic connections between content and their own interests and make choices that drive their learning experiences?

🟡 Do students have a voice and play an active role in the academic and social learning environment?

Design Intellectually Engaging Learning Experiences

1C: Setting Instructional Outcomes   *1E: Designing Coherent Instruction*   *2B: Establishing a Culture for Learning*
3B: Questioning and Discussion Techniques   *3C: Engaging Students in Learning Activities and Assignments*

🔴 The goal is the heart of the lesson. How do the goals of the lesson build on learning that has already occurred, authentic application, or learning in other content areas? How will you help students make those connections?

🔴 What choices will students have to learn the material under study?

🔴 Does the lesson design and learning tasks empower students to make connections between content and their own interests and make choices that drive their learning experiences?

🔴 Are content and skills presented in multiple ways with options, scaffolding, and differentiation available as needed?

🔴 How will new content be delivered: cooperative learning, modeling, labs, class discussions, instructional technology, scaffolding and differentiation will be utilized? How will you create groups?

🔴 Listen to questions: What questions are being asked? Who is asking them (students or teacher)? Are they higher order questions? Is there sufficient wait time for students to engage in a productive struggle?

Ensure High-Quality Feedback

1F: Designing Student Assessment   *3B: Questioning and Discussion Techniques*   *3D: Using Assessment in Instruction*

🟢 How will you check for student understanding and progress towards the instructional outcomes/learning intentions?

🟢 What specific questions must be asked/answered to address the Big Ideas of the lesson?

🟢 How will feedback be provided to students during the lesson to move learning forward?

🟢 How do students interact with and demonstrate content and skill comprehension in multiple ways. What choices will students have to reflect?

🟢 What options for self-differentiated learning will be provided to students?

🟢 How will this information/data be used to plan for subsequent instruction?