Standards for Effective Pedagogy

Standard 1: Joint Productive Activity (JPA)
Teacher and Students Producing Together
Facilitate learning through joint productive activity among teacher and students.
Enacting Level: The teacher and a small group of students collaborate on a shared product.

Standard 2: Language and Literacy Development (LLD)
Developing Language and Literacy Across the Curriculum
Develop competence in the language and literacy of instruction across the curriculum.
Enacting Level: The teacher provides structured opportunities for students to engage in sustained reading, writing, or speaking activities; and assists academic language use or literacy development by questioning, rephrasing, or modeling.

Standard 3: Contextualization (CTX)
Making Meaning: Connecting School to Students’ Lives
Connect teaching and curriculum to experiences and skills of students’ home and community.
Enacting Level: The teacher integrates the new activity/information with what students already know from home, school, or community.

Standard 4: Challenging Activities (CA)
Teaching Complex Thinking
Challenge students toward cognitive complexity.
Enacting Level: The teacher designs and enacts challenging activities with clear standards and performance feedback, and assists the development of more complex thinking.

Standard 5: Instructional Conversation (IC)
Teaching Through Conversation
Engage students through dialogue, especially the Instructional Conversation.
Enacting Level: The teacher has a planned, goal-directed conversation with a small group of students on an academic topic; elicits student talk by questioning, listening, and responding to assess and assist student understanding; and inquires about students’ views, judgments, or rationales. Student talk occurs at higher rates than teacher talk.
Assessment Literacy Framework: Concepts, Principles, and Checklist Questions

**Concept 1: Useful for Stakeholders**

**Principle: Educative**
Assessment is educative when it supports learning, improves student performance, and supports effective instructional decisions.

**Checklist Questions:**
- **Feedback:** Does the assessment provide timely, actionable feedback to my students about the quality of their work and next steps for learning? Are scores and reports useful for stakeholders?
- **Decisions:** Does the assessment help me make instructional decisions that are beneficial for students?

**Principle: Practical**
Assessment is practical when it is feasible and efficient within available resources.

**Checklist Questions:**
- **Feasibility:** Is the assessment feasible for me, given my students, workload, and resources?
- **Efficiency:** Does the assessment efficiently provide the information needed by me, my students, and other stakeholders?

**Concept 2: Meaningful for Purposes**

**Principle: Relevant**
Assessment is relevant when it emphasizes understanding important content and performing authentic tasks.

**Checklist Questions:**
- **Content:** Is the assessment content important? Does it reflect professional standards for the discipline?
- **Tasks:** Are the assessment tasks authentic? Are they coherent with my beliefs about learning and knowing? Do they elicit my students’ best work?

**Principle: Accurate**
Assessment is accurate when it produces valid results based on reliable evidence and expert judgments of quality.

**Checklist Questions:**
- **Validity:** Do the assessment results match my specified purpose for the assessment? Does the format of the assessment follow its function?
- **Reliability:** Are the assessment results consistent across tasks, time, and judgments?

**Concept 3: Equitable for All Students**

**Principle: Open**
Assessment is open when it is a participative process and discloses its purposes, expectations, criteria, and consequences.

**Checklist Questions:**
- **Participation:** Is the assessment process open to participation by interested stakeholders, including my students?
- **Disclosure:** Do my students understand the assessment: its purpose, what is expected, how it will be judged, and its consequences?

**Principle: Appropriate**
Assessment is appropriate when it fairly accommodates students’ sociocultural, linguistic, and developmental needs.

**Checklist Questions:**
- **Fairness:** Is the assessment unbiased in terms of my students’ languages and cultures? Does it contribute to equal outcomes for my students?
- **Impact:** Are the personal and social consequences of the assessment equitable for my students?
## Assessment Literacy: Concepts, Principles, Checklist, and Strategies

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Principles</th>
<th>Checklist</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful for Stakeholders</td>
<td><strong>Educative:</strong> Assessment is educative when it supports learning, improves student performance, and supports effective instructional decisions.</td>
<td><strong>Feedback:</strong> Does the assessment provide timely, actionable feedback to my students about the quality of their work and next steps for learning? Are scores and reports useful for stakeholders?</td>
<td><strong>Ask Worthy Questions:</strong> Ask only those questions for which students are accountable because they involve important learning purposes in meaningful ways.</td>
</tr>
<tr>
<td>Practical: Assessment is practical when it is feasible and efficient within available resources.</td>
<td><strong>Decisions:</strong> Does the assessment help me make instructional decisions that are beneficial for students?</td>
<td><strong>Feasibility:</strong> Is the assessment feasible for me, given my students, workload, and resources?</td>
<td><strong>Structure to Support Performance:</strong> Pay attention to how the structure of the assessment inhibits or supports student performance. Consider simple to complex, concrete to abstract, familiar to unfamiliar, and situated to general.</td>
</tr>
<tr>
<td>Meaningful for Purposes</td>
<td><strong>Relevant:</strong> Assessment is relevant when it emphasizes understanding important content and performing authentic tasks.</td>
<td><strong>Efficiency:</strong> Does the assessment efficiently provide the information needed by me, my students, and other stakeholders?</td>
<td><strong>Use Variety:</strong> Use both formal and informal assessments, include a variety of task formats, and provide multiple opportunities for students to reveal what they know and can do.</td>
</tr>
<tr>
<td>Relevant: Assessment is relevant when it emphasizes understanding important content and performing authentic tasks.</td>
<td><strong>Content:</strong> Is the assessment content important? Does it reflect professional standards for the discipline?</td>
<td><strong>Tasks:</strong> Are the assessment tasks authentic? Are they coherent with my beliefs about learning and knowing? Do they elicit my students’ best work?</td>
<td><strong>Modify for Clarity:</strong> Make the language and context of the assessment as simple and clear as possible.</td>
</tr>
<tr>
<td>Accurate: Assessment is accurate when it produces valid results based on reliable evidence and expert judgments of quality.</td>
<td><strong>Validity:</strong> Do the assessment results match my specified purpose for the assessment? Does the format of the assessment follow its function?</td>
<td><strong>Reliability:</strong> Are the assessment results consistent across tasks, time, and judgements?</td>
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<tr>
<td>Equitable for all Students</td>
<td><strong>Open:</strong> Assessment is open when it is a participative process and discloses its purposes, expectations, criteria, and consequences.</td>
<td><strong>Participation:</strong> Is the assessment process open to participation by interested stakeholders, including my students?</td>
<td></td>
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<tr>
<td>Equitable: Assessment is open when it is a participative process and discloses its purposes, expectations, criteria, and consequences.</td>
<td><strong>Appropriate:</strong> Assessment is appropriate when it fairly accommodates students’ sociocultural, linguistic, and developmental needs.</td>
<td><strong>Disclosure:</strong> Do my students understand the assessment: its purpose, what is expected, how it will be judged, and its consequences?</td>
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<td><strong>Fairness:</strong> Is the assessment unbiased in terms of my students’ language and cultures? Does it contribute to equal outcomes for my students?</td>
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<td><strong>Impact:</strong> Are the personal and social consequences of the assessment equitable for my students?</td>
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<tr>
<td>GUIDELINE</td>
<td>DEFINITION</td>
<td></td>
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<tr>
<td>1 Teach to the text</td>
<td>Prepare learners to succeed in reading each text by teaching what is needed. Assess a learner’s language development, reading skills, vocabulary knowledge, content knowledge, and cultural background in terms of a particular text, and then provide appropriate support.</td>
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<tr>
<td>2 Provide for broad extensive reading</td>
<td>Motivate learners to read large quantities of diverse texts by having available a wide variety of readable texts, allowing them to choose materials, and encouraging them to discuss what they read.</td>
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<tr>
<td>3 Support narrow reading of academic texts</td>
<td>Support reading of academic content by allowing learners to have many exposures to the same concepts and vocabulary in a short period of time. Connect these topics to learners’ prior knowledge, use multi-sensory strategies in teaching, simplify oral and written language, teach vocabulary, and probe for understanding.</td>
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<tr>
<td>4 Focus on academic vocabulary</td>
<td>Teach academic vocabulary directly. Provide activities that a) focus attention on the form and meaning of new words, b) help learners integrate the words in meaningful discourse, and c) support their oral and written use of academic language in a variety of contexts.</td>
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<tr>
<td>5 Use and produce expository and narrative texts</td>
<td>Use narrative texts to encourage extensive reading and to make connections to expository or informational texts. Use expository texts to support development of academic vocabulary and understanding of content knowledge. Encourage learners to use the writing process in producing both narrative and expository texts, helping them understand the purposes and styles of various genres.</td>
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</tr>
</tbody>
</table>
Inclusive Pedagogy Conceptual Framework

Who is this child?

What are this child’s needs and strengths?

How can I position this child for success in my classroom?

How can I collaborate to support this child’s learning?

What programs and practices are available to support this child in the school setting?

Classroom Strategies

Guiding Principles

Collaboration for Common Understanding

Essential Policy

United Advocacy

Teaching English Language Learners
# Inclusive Pedagogy Framework

## Developing Common Understanding and United Advocacy

### Inclusive Pedagogy Framework: Collaboration for Common Understanding and United Advocacy: Who is this Child?

<table>
<thead>
<tr>
<th>What are this child’s needs and strengths?</th>
<th>Critical Learning Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive:</strong> How can I support my students’ learning by building on their previous knowledge and encouraging use of appropriate strategies and skills?</td>
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<tr>
<td><strong>Social/Affective:</strong> How can I help students recognize, participate in and master playing the school game?</td>
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<tr>
<td><strong>Linguistic:</strong> How do I teach in ways that support this student’s language and literacy development?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What programs and practices are available to support this child in the school setting?</th>
<th>Essential Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards:</strong> How do I attend to the standards for teaching and learning for all learners?</td>
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</tr>
<tr>
<td><strong>Classifications:</strong> How do classifications both expand and limit my ability to advocate for all learners?</td>
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</tr>
<tr>
<td><strong>Legalities:</strong> How do policies, programs, and legislation impact the students’ school environment?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How can I collaborate to support this child’s learning?</th>
<th>Guiding Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Perspectives:</strong> How could I think about this differently?</td>
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<tr>
<td><strong>High expectations:</strong> How can I hold high expectations for all students?</td>
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<tr>
<td><strong>Knowledge-based practice:</strong> What do I already know and what do I need to learn to support the learning of all students?</td>
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<tr>
<td><strong>Accountability:</strong> How can I hold myself and my students accountable?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How can I position this child for success in my classroom?</th>
<th>Classroom Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning:</strong> How can I respond to all children’s needs and strengths in my planning?</td>
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</tr>
<tr>
<td><strong>Teaching:</strong> How can I accommodate all students in my teaching?</td>
<td></td>
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<tr>
<td><strong>Assessing:</strong> How can I make sure that my assessment practice allows all students to demonstrate what they know?</td>
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</tr>
</tbody>
</table>

| Reflection for Change: How can I engage with other people in different disciplines and classrooms within my educational setting to support students’ development as knowers and learners? | |

(Keenan, Cutri, Squires, & Gibb, 1998)
The Sheltered Instruction Observation Protocol (SIOP)  
(Adapted from Echevarria, Vogt, & Short, 2000, 2004.)

<table>
<thead>
<tr>
<th>SIOP Feature</th>
<th>Defining Characteristics at the Highest Level of Enacting</th>
</tr>
</thead>
</table>
| Preparation                  | • Clearly defined content objectives for students  
• Clearly defined language objectives for students  
• Content concepts appropriate for age and educational background level of students  
• Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)  
• Adaptation of content (e.g., text, assignment) to all levels of student proficiency  
• Meaningful Activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking |
| Building Background          | • Concepts explicitly linked to students' background experiences  
• Links explicitly made between past learning and new concepts  
• Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see) |
| Comprehensible Input         | • Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)  
• Explanation of academic tasks clear  
• A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) |
| Strategies                   | • Ample opportunities provided for students to use strategies  
• Consistent use of scaffolding techniques throughout lesson, assisting and supporting student understanding (e.g., think-alouds)  
• Teacher uses a variety of question types, including those that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions) |
| Interaction                  | • Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts  
• Grouping configurations support language and content objectives of the lesson  
• Sufficient wait time consistently provided for student responses  
• Ample opportunity for students to clarify key concepts in L1 as needed with aide, peer, or L1 text |
| Practice/Application         | • Provides hands-on materials and/or manipulatives for students to practice using new content knowledge  
• Provides activities for students to apply content and language knowledge in the classroom  
• Uses activities that integrate all language skills (i.e., reading, writing, listening, and speaking) |
| Effectiveness of Lesson Delivery | • Content objectives clearly supported by lesson delivery  
• Language objectives clearly supported by lesson delivery  
• Students engaged approximately 90% to 100% of the period  
• Pacing of the lesson appropriate to the students' ability level |
| Lesson Review/Evaluation     | • Comprehensive review of key vocabulary  
• Comprehensive review of key content concepts  
• Feedback is regularly provided to students on their output (e.g., language, content, work)  
• Ongoing assessment of comprehension and learning of all objectives (e.g., spot checking, group response) is conducted throughout the lesson |
**Second Language Acquisition Framework: Concepts, Principles, and Instructional Premises**

**CONCEPT 1: COMMUNICATION**

**How can I assist students in becoming successful communicators?**

**PRINCIPLE: Input**

*How can I improve access to oral and written input?*

Second language acquisition requires access to comprehensible input; that is, written and oral input that is slightly beyond a learner's current ability level for language acquisition to take place.

**Instructional Premise:**
Through interaction with others, content that is slightly beyond the learner's current abilities is made more comprehensible.

**PRINCIPLE: Interaction**

*How can I increase opportunities for meaningful interaction?*

Second language acquisition requires interaction. Learners develop greater language proficiency through interaction with other people for authentic purposes when they communicate to meet personal, social, academic goals and needs in a sociocultural reality.

**Instructional Premise:**
Learners communicate and interact for authentic purposes to meet personal goals.

**CONCEPT 2: PATTERN**

**How can I promote language and literacy development?**

**PRINCIPLE: Stages of Development**

*How can I assess language and literacy skills?*

Second Language Acquisition is a patterned and gradual process of development characterized by specific stages, orders, and sequences of development that predict what aspects of language are learned earlier than other aspects.

**Instructional Premise:**
Learners need multiple opportunities to practice reading, writing, listening, and speaking to demonstrate knowledge.

**PRINCIPLE: Errors and Feedback**

*How can I use feedback to further language learning?*

Second Language Acquisition is a patterned but nonlinear process. As new features of language are learned the learner's internal system is restructured, sometimes causing errors in production that look like backsliding or reveal a learner's testing of hypotheses. Errors and feedback are essential to this learning process.

**Instructional Premise:**
Learners need opportunities to receive and give appropriate feedback in ways that deepen understanding of language and content and reflect the complexity of the process.

**CONCEPT 3: VARIABILITY**

**How can I vary instruction to meet individual needs?**

**PRINCIPLE: Types of Proficiencies**

*How can I increase knowledge of language?*

Second Language Acquisition results in various levels of skill or proficiency with which a person can use language for a specific purpose, in a specific cultural or academic setting, with various individuals.

**Instructional Premise:**
Through carefully constructed tasks, materials, and contexts, individual learners can develop a range of strategies for understanding language and content.

**PRINCIPLE: Types of Performances**

*How can I expand use of language?*

Second Language Acquisition is marked by variability in performance as well as patterns because the very context, tasks, or language function (e.g., complimenting, requesting help) can impact the learner’s ability to produce language with fluency and accuracy.

**Instructional Premise:**
Learners need opportunities to use language and content for various purposes, in various cultural settings, and with various individuals.
# Second Language Acquisition: A Theory of Instruction

<table>
<thead>
<tr>
<th>Communication</th>
<th>Pattern</th>
<th>Variability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Input</strong></td>
<td><strong>Interaction</strong></td>
<td><strong>Stages of Development</strong></td>
</tr>
<tr>
<td>Second language acquisition requires comprehensible input that is slightly beyond a learners current ability (written and oral)</td>
<td>Second language acquisition requires interaction, which fosters proficiency when used to communicate personal, social, and academic goals in authentic situations.</td>
<td>Language acquisition is a patterned gradual process characterized by specific stages, orders and sequences.</td>
</tr>
</tbody>
</table>

## Teacher Responsibilities

**Pedagogy (strategies)**

- Build on prior knowledge of language
- Teach language using a balanced literacy approach (read to, with, and by)
- Move from concrete to abstract
- Adjust teacher talk and text selection; however, avoid oversimplification

**Language Development**

- Teach what is developmentally appropriate
- Use assessment of native and 2nd language to guide instruction
- Provide opportunities for peer interaction (discussion of texts and reading/writing processes replace drills and worksheets)
- Teach writing skills
- Model and teach strategies for self-repairing misunderstandings
- Encourage parents to read and write with their child in native language

**Errors and Feedback**

- Recognize errors as indicators of language development
- Monitor students reading fluency, word recognition, and comprehension
- Provide feedback focusing first on meaning, then form
- Focus on reading, writing, listening, and speaking using scaffolding
- Allow multiple attempts and drafts
- Encourage and guide self-assessment
- Set clear and high expectations (rubrics)

## Student Outcome

**Cognitive/Academic Success**

- Learn language skills and general, cultural, and content knowledge
- Read often from various texts
- Learn academic and social language and vocabulary
- Develop flexible strategies for understanding
- Take risks
- Gain self-confidence and motivation for learning
- Build a range of communication strategies
- Use literacy skills to communicate ideas
- Use informal and formal opportunities to read and write
- Understand and use the writing process

**Language Learning**

- Comprehend text structures
- Discriminate between sounds and words of both languages
- Use rules and patterns of new language
- Increase vocabulary complexity and flexibility
- Move from unanalyzed to analyzed use of words/phrases/sentences

**Social Affective Language Acquisition**

- Use and comprehend social language
- Use and comprehend academic language
- Attend to registers and genres
- Apply culturally and socially appropriate behavior
- Use language strategies to compensate
- Make connections between native and 2nd language
- Use language in multiple contexts and for different purposes
- Show continued improvement in vocabulary
- Consistently improve on reading and writing in different genres
<table>
<thead>
<tr>
<th>Category</th>
<th>Parenting Basic Responsibilities</th>
<th>Communication School to Home/ Home to School</th>
<th>Volunteering Involvement for/ at School</th>
<th>Learning at Home Information</th>
<th>Decision Making Participation and Leadership</th>
<th>Collaborating Institutions/Service</th>
</tr>
</thead>
</table>
| Challenges        | • Provide information to all families  
|                   | • Enable families to share information about background, culture, talents, goals, and needs  
|                   | • Make information comprehensible  
|                   | • Make all memos, notices, and other printed and non-print communications clear and understandable to ALL families  
|                   | • Obtain ideas from families to improve the design and content of communications mediums  
|                   | • Recruit widely, provide training, and create flexible schedules for volunteers so that all families know that their time and talents are welcomed and valued  
|                   | • Design and implement interactive homework for which students take responsibility to discuss important classroom and ideas with their families  
|                   | • Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school  
|                   | • Offer training for parent leaders to develop leadership skills  
|                   | • Include students along with parents in decision making  
|                   | • Solve problems on turf, responsibilities, funds, and goals  
|                   | • Inform all families and students about community programs and services  
|                   | • Ensure equal opportunities for services and participation  
| Redefinition      | • Workshop is not only a meeting on a topic held at the school building, but also the content of that meeting to be viewed, heard, or read at convenient times and varied locations.  
|                   | • “Communications” about school programs and student Progress” are not only from school to home, but also from home to school and with the community  
|                   | • “Volunteer” not only means those who come during the school day, but also those who support school goals and children’s learning any way, any time  
|                   | • “Homework” not only means work that students do alone, but interactive activities that are shared and discuss with others at home “Help” at home: how families encourage and guide children, not how they “teach” school subjects  
|                   | • “Decision making” is a process of partnership to share views and take action toward shared goals for school improvement and student success, not a power struggle.  
|                   | • “Community” includes not only families with children in the schools, but all who are interested in and affected by the quality of education  
|                   | • Communities are rated on economic qualities, strengths and talents available to support students, families, and schools  
| Results for Students | • Balance time spent on chores, homework, and other activities  
|                   | • Regular attendance  
|                   | • Awareness of importance of school  
|                   | • Awareness of own progress in subjects and skills  
|                   | • Knowledge of actions needed to maintain or improve grades  
|                   | • Awareness of own role as courier and communicator in partnerships  
|                   | • Skills that are tutored or taught by volunteers  
|                   | • Skills in communicating with adults  
|                   | • Skills, abilities, and test scores linked to coursework, homework completion  
|                   | • View parent as more similar to teacher, home in sync with school  
|                   | • Self-confidence in ability as learner and positive attitude about school  
|                   | • Awareness that families’ view are represented in school decisions  
|                   | • Specific benefits linked to policies enacted by parent organizations  
|                   | • Knowledge, skills, and talents from enriched curricular and extracurricular experiences and explorations of careers  
|                   | • Self-confidence and feeling valued by and belonging to the community  
| Results for Family | • Self-confidence  
|                   | • Knowledge of their child  
|                   | • High rating of quality of the school  
|                   | • Support of child’s progress and responses to correct problems  
|                   | • Ease of interactions and communications with school and teachers  
|                   | • Understanding of the teacher’s job  
|                   | • Self-confidence about ability to work in the school setting  
|                   | • Enrollment in programs to improve own education  
|                   | • Discussions with child about school, coursework, homework, and future plans  
|                   | • Understanding curriculum, what child is learning, and how to help each year  
|                   | • Awareness of and input to policies that affect children’s education  
|                   | • Shared experiences and connections with other families  
|                   | • Knowledge and use of local resources to increase skills and talents or to obtain services  
|                   | • Interactions with other families, and contributions to community  
| Results for Teacher/School | • Understanding of families goals and concerns  
|                   | • Respect for families’ strengths  
|                   | • Ability to communicate clearly  
|                   | • Use of network of parents to communicate with all families  
|                   | • Readiness to involve all families in new ways, not only as volunteers  
|                   | • More individual attention to students because of help from volunteers  
|                   | • Respect of family time  
|                   | • Satisfaction with family involvement and support  
|                   | • Recognition that all parents can encourage and assist student learning  
|                   | • Acceptance of equality of family representatives on school committees  
|                   | • Awareness of families’ perspectives in policies and school decisions  

Adapted from Framework of Six Types of Involvement, Joyce L. Epstein, Ph.D., et al.  
Research Center for the Social Organization of Schools.  
3505 North Charles Street, Baltimore, MD 21218-3843  
"TELL: Teaching English Language Learners"