PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

HSPA 11 LANGUAGE ARTS LITERACY

Length of Course: Term _____

Elective/Required: Elective _____

School: High Schools _____

Student Eligibility: Grades 11-12 _____

Credit Value: 5 Credits _____

Date Approved: 11/22/10_____

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Modifications will be made to accommodate IEP mandates for classified students.

STATEMENT OF PURPOSE

The philosophy of HSPA 11 LAL stems from the premise that reading and writing are developmentally natural processes. The purpose of these courses is to provide a nurturing environment wherein all students will improve their test taking skill by mastering strategies to understand meaning and to construct meaning in written text.

The classroom environment will be one that is considerate of student interests and individual needs. It will be small-sized, structured, and focused on the demands of the HSPA 11. Because the overall objective of this course is to encourage the development of reading comprehension and writing focus and fluency, students will be given the frequent opportunities to read and write in both the narrative and persuasive modes. Students will experience growth and empowerment as they master the skills needed for this basic communication in English.

Introduction

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

The Edison Township School District Curriculum Template

The Edison Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Edison Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions, unit assessments,* and *instructional activities*. Familiarization with backward-design is critical to working effectively with Edison's curriculum guides.

Guiding Principles: What is Backward Design? What is Understanding by Design?

"Backward design" is an increasingly common approach to planning curriculum and instruction. As its name implies, "backward design" is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated?   How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the "big ideas" that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the *"stuff"* upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc…) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

Enduring Understanding: All students will read and comprehend complex literary and informational texts independently and proficiently.

NJDOECCCS	Mastery Objective One	Instructional Strategies and Concepts	Formative and Summative Assessments
3.1.12 A, E, G	**Students will know and understand how to demonstrate comprehension of reading strategies and apply to narrative and persuasive/argumentative texts on the HSPA**	- Identify a purpose for the reading task and a strategic reading technique to use with students - K-W-L chart - Anticipation Guides - Prediction Chart - Learning Logs - Close reading of text - Multiple readings - Guided reading - Skimming - Scanning - SQ3R - Jigsaw - Roundtable - Rallytable - Think-Write-Square - Modeling	- Use Narrative Passages Sections in workbooks - Use Persuasive Passages Sections in workbooks - Use Reading Strategies/Graphic Organizers Sections in workbooks - Replicate samples from HSPA 11 provided by NJDOE website - Utilize district and state test results - Address individual student needs through differentiated instruction
NJDOECCCS	Mastery Objective Two	Instructional Strategies and Concepts	Formative and Summative Assessments
3.1.12 A	**Students will know and understand how to recognize common organizing features of literary forms and methods of organizing non-fiction** Academic Vocabulary - Letters - Journals - Reports - Essays - Reference/research material - Historical fiction - Science fiction - Fantasy - Realistic Fiction - Myth - Folk Tale - Short Stories - Editorials - Reviews - Articles	- Use story map, story summary, story pyramid, etc. to identify features of short stories. - Use pro/con, comparison/contrast cause-effect, problem/solution, etc. to identify features of persuasive/argumentative passages. - Differentiated instruction - Text annotation	- Use Narrative Passages Sections in workbooks - Use Persuasive Passages Sections in workbooks - Use Graphic Organizers Sections in workbooks - Pretest for diagnostic - Post test for achievement and mastery learning - Replicate samples from HSPA 11 provided by the NJDOE website - Utilize district and state test results - Address individual student needs through differentiated instruction

NJDOECCCS	Mastery Objective Three	Instructional Strategies and Concepts	Formative and Summative Assessments
3.1.12 A, E, G 3.3.12 A, B, C, D	**Students will know and understand the elements common to narrative and persuasive/argumentative texts as well as those elements unique to each type.** Academic Vocabulary • Theme • Main idea • Supporting details • Characterization • Style • Tone • Setting • Point of view • Mood • Plot • Voice • Patterns of organization • Vocabulary • Persuasive techniques	• Locate explicitly stated information and extend students' knowledge of essential elements • Use graphic organizers to illustrate elements of story • Incorporate think alouds, scaffolding, and context clues for vocabulary words into lessons • Create margin notes by summarizing key points in the text • Identify and locate sentences in the text to support responses to multiple choice and open-ended questions • Identify persuasive techniques used by the author to support the central argument	• Use Narrative Passages • Use Persuasive Passages • Use Reading Strategies/Graphic Organizers • Use Spelling Lists • Refer to appendices with graphic organizers • Apply reading strategies • Utilize graphic organizers • Replicate samples from HSPA 11 provided by the NJDOE website • Utilize district and state test results • Address individual student needs through differentiated instruction • Develop plans for students to monitor their performance
NJDOECCCS	**Mastery Objective Four**	**Instructional Strategies and Concepts**	**Formative and Summative Assessments**
3.1.12 A, F, G	**Students will know and understand literary devices and language in narrative/persuasive selections as additional means of interpreting a selection between and beyond the lines. Incorporate literary devices and language into narrative/persuasive/expository and open-ended responses.** Academic Vocabulary • Similes • Metaphors • Alliteration • Exaggeration/Hyperbole • Idioms • Personification • Repetition • Foreshadowing • Allusion • Flashback • Symbolism • Irony	• Model, illustrate, use, and extend students' knowledge of literary terms by incorporating questions and oral/written discussions into lessons • Identify, underline, and explain literary devices and language used in the passages provided for practice • Have students write a response that includes some form of literary device or language	• Use Literary Devices Activities from workbooks • Implement Literary Devices Checkpoints • Replicate samples from HSPA 11 provided by the NJDOE website • Utilize district and state test results • Address individual student needs through differentiated instruction • Develop plans for students to monitor their performance

NJDOECCCS	Mastery Objective Five	Instructional Strategies and Concepts	Formative and Summative Assessments
3.1.12 A, G 3.3.12 A, B, C, D	**Students will know and understand that authors and readers have purposes** Academic Vocabulary • Author's Purpose • Express • Explain/Understand • Inform/Gain Information • Reflect • Persuade/Be Persuaded • Problem Solve • Imagine • Question • Entertain/Be Entertained • Explore • Summarize • Collaborate • Respond • Create • Clarify • Develop Point of View • Interpret • Evaluate and Critique	• Use close reading of text • Multiple readings • Guided readings • Skimming • Scanning • SQ3R • Jigsaw • Roundtable • Rallytable • Provide opportunities for evaluation of text independently, in pairs, or in small groups	• Utilize Reading Strategies/Graphic Organizers in workbooks • Replicate samples from HSPA 11 provided by NJDOE website • Use district and state test results • Address individual student needs through differentiated instruction • Develop plans for students to monitor their performance

NJDOECCCS	Mastery Objective Six	Instructional Strategies and Concepts	Formative and Summative Assessments
3.1.12 A, C, D, E, F, G 3.3.12 A, B, C, D 3.4.12 A, B	**Students will know and understand how to utilize activities for constructing meaning of text, read critically, and deepen meaning as they interpret (with supporting evidence) during and after reading.**	• Model, illustrate, and teach students to make preliminary interpretation and produce extended interpretation supported by evidence from the text. • Model, illustrate, and extend student's ability to draw inferences, implications, generalizations, and conclusions by incorporating questions as well as oral and written discussion at two levels of inferencing: reading between the lines reading beyond the lines. • Recognize text type or form • Identify elements of text type or form • Recall and restate central ideas/details/sequence • Use graphic organizers • Recognize bias/point of view • Recognize persuasive techniques • Recognize organization patterns • Interpret literary devices • Distinguish fact/opinion • Distinguish information as relevant/irrelevant • Ask relevant questions • Extrapolate information • Activate prior knowledge • Use context clues • Use habits of inquiry (research and study skills) • Predict • Make inferences • Draw conclusions • Evaluate and critique • Self-monitor comprehension • Follow directions • Integrate new vocabulary • Paraphrase	• Utilize Reading Strategies/Graphic Organizers • Utilize published workbooks • Replicate samples from HSPA 11 provided by the NJDOE website • Use district and state test results • Address individual student needs through differentiated instruction • Develop plans for students to monitor their performance

NJDOECCCS	Mastery Objective Seven	Instructional Strategies and Concepts	Formative and Summative Assessments
3.2.12 A, B, C, D	**Students will know and understand how to evaluate open-ended samples using the Reading Open-Ended Rubric for the HSPA.** Academic Vocabulary • Open-ended response • NJ State Holistic scoring rubric	• Incorporate into lessons reading questions prompting elaborated oral/written responses to reading passages • Train students to apply the state-developed scoring guide to their written responses • Use the Herringbone to organize information and support for written responses • Use transparencies to share each group's information	• Use State Rubric/Self-Evaluation/Analysis • Utilize graphic organizers • Employ state rubric in self-evaluation/analysis
NJDOECCCS	**Mastery Objective Eight**	**Instructional Strategies and Concepts**	**Formative and Summative Assessments**
3.1.12 A, F, G	**Students will know and understand how to construct an open-ended response scoring a 3 or 4.** Academic Vocabulary • Open-ended response • NJ State Holistic scoring rubric	• Model, illustrate, and teach students to evaluate and rate samples of open-ended responses using the state-developed rubric • Extend students' ability to support their ratings by providing specific reasons from the rubric • Have students rate their own open-ended responses using the state-developed rubric	• Read and evaluate Narrative responses such as "How Much Land Does a Man Need?" and "The Minotaur" • Read and evaluate Persuasive responses – "Living the Dream" and "Schools Giving Volunteerism a Bad Name" • Use State Rubric
NJDOECCCS	**Mastery Objective Nine**	**Instructional Strategies and Concepts**	**Formative and Summative Assessments**
3.1.12 A, B, C	**Students will know and understand the elements of composition.** Academic Vocabulary • Vocabulary • Grammar • Spelling • Capitalization • Punctuation • Word choice	Students will apply elements of composition. • Learn rules of grammar, usage, and spelling • Practice finding errors in grammar, usage, spelling, and mechanics in sentences, paragraphs, and essays • Peer edit essays for grammar, usage, and spelling errors • Proofread all work for errors in grammar, usage, and spelling • Revise all work for errors in grammar, usage, and spelling	• Utilize grammar handbooks • Grammar practice samples found in Grammar Section • Pretest activities found in Grammar Sections of workbooks • Personal Vocabulary List handout for understanding sample prompt language found in Spelling Lists Section • Use Persuasive Writing activities

NJDOECCCS	Mastery Objective Ten	Instructional Strategies and Concepts	Formative and Summative Assessments
3.2.12 A, B, C, D	**Students will know and understand elements used in the construction of a unified essay/letter** Academic Vocabulary • Focused content • Logical organization • Clear transitions • Unity and coherence of the total product	• Clarify the main idea of the topic • Underline the words in the prompt the focus on the topic. • Create a thesis statement • Brainstorm and arrange information using an organizational plan • Use transitional words/phrases to connect paragraphs to each other and to the main idea • Create a fluid essay with a clear introduction, body, and conclusion • Proofread to eliminate unnecessary details and to make sure each paragraph and example supports the main idea • Revise papers for form and content by elaborating, cutting, rewording, and reorganizing	• Persuasive or speculative writing outline found in Graphic Organizer Section • Persuasive writing outline found in Graphic organizer section • Organizational plan found in Graphic organizer section • Transitional words/phrases reference sheet found in Transitions Section • Persuasive writing models/samples found in Persuasive Writing Section • Use peer editing checklist • Train students to apply state rubric to their own writing • Utilize published workbooks • Replicate samples from HSPA 11 provided by the NJDOE website • Use district and state test results • Address individual student needs through differentiated instruction • Develop plans for students to monitor their performance

NJDOECCCS	Mastery Objective Eleven	Instructional Strategies and Concepts	Formative and Summative Assessments
3.1.12 D	**Students will know and understand how to write for a purpose and know their audiences.** Academic Vocabulary • Persuade • Develop a point of view • Explain and relate	• Write a letter that states an opinion on an issue and is written for publication in a magazine or newspaper • Write an essay to convince an audience to think in a certain way or take a particular action • Write an essay to explain a quote and relate it to literature, history, and/or a personal experience.	• Model essays and articles in Persuasive Writing Section • Persuasive writing prompts HSPA 11-12 section • Expository prompts
3.3.12 A, B, C, D	**Types of Audience** I. Peers • Friend • Relative	• Identify the purpose and audience • Respond to friend's concerns by writing a letter giving advice or consolation • Write a letter to a relative, mom, dad, sister, brother	• Persuasive Writing response • Purpose and audience chart found in Graphic Organizers • Organization formats and outline in Graphic Organizers
3.4.12 A, B	II. Community • Newspaper readers/editors • Administrators (school, hospital, etc.) • Town/city officials	• Respond to a current issue in the local paper and write a letter to the editor, giving an opinion on the issue • A letter persuading the principal to your side on a current school issue • Respond to a problem, new law or regulation the township is dealing with by writing a letter to a local official taking a stand on a current issue	Current teacher will provide models: • Local newspaper such as the Star Ledger • Editorials, letters to the editor • School newspaper pro/con articles • NY Times Learning Network (online) • USA Today
	III. Larger Society • Legislator (state and national) • politicians	• Write a letter to a local government official taking a stand on a current issue, new law implementation, or change in an existing law.	• Persuasive writing prompts

NJDOECCCS	Mastery Objective Twelve	Instructional Strategies and Concepts	Formative and Summative Assessments

3.2.12 A, B, C, D	**Students will know and understand how to demonstrate ability to develop a persuasive/argumentative letter/essay from a prompt.**
	
	Academic Vocabulary
	
	  I. Letters
	     • Formal
	     • Informal
		• Identify level of language to be used
		• Write a letter to a friend
		• Write a letter to the school newspaper
			• Use Persuasive Writing prompts
			• Use purpose and audience charts

	II. Essays
	     • Composition
	     • Article
		• Write a 5-6 paragraph composition stating a point of view on a controversial issue
		• Write an article on a selected topic using the 5Ws and H (Who, What, Where, When, Why, and How)
			• Brainstorming organizers found in Graphic Organizer Section
			• Proofreading checklist found in Peer Essay Checklist Section

NJDOECCCS	Mastery Objective Thirteen	Instructional Strategies and Concepts	Formative and Summative Assessments

3.2.12 A, B, C, D
 	
3.3.12 A, B, C, D
 	
3.4.12 A, B
	Students will know and understand how to compose an expository from an essay.
	
	Academic Vocabulary
	     • Explain
	     • Relate
		• Brainstorm ideas and experiences to relate to literature, history, science, movies, and personal experiences
		• Create a 3-4 paragraph essay that explains a quote
			• Expository prompts
			• Utilize published workbooks
			• Replicate samples from HSPA 11 provided by the NJDOE website
			• Use district and state test results
			• Address individual student needs through differentiated instruction
			• Develop plans for students to monitor their performance

Mission: *Learning to read, write, speak, listen, and view critically, strategically and creatively enables students to discover personal and shared meaning throughout their lives.*

Standard 3.1. Reading	
All Students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension	
Big Idea: The ability to read a variety of texts requires independence, comprehension, and fluency.	
Essential Questions	**Enduring Understandings**
Strand A. Concepts About Print • How does understanding a text's structure help me better understand its meaning?	• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
Strand B. Phonological Awareness • How are sounds represented by letters?	• Letters and letter combinations represent sounds.
Strand C. Decoding and Word Recognition • How do I figure out a word I do not know?	• Readers use language structure and context clues to identify the intended meaning of the words and phrases as they are used in the text.
Strand D. Fluency • How does fluency affect comprehension?	• Fluent readers group words quickly to help them gain meaning from what they read.
Strand E. Reading Strategies (before, during, and after reading) • What do readers do when they do not understand everything in a text?	• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
Strand F. Vocabulary and Concept Development • Why do readers need to pay attention to a writer's choice of words?	• Words powerfully affect meaning.
Strand G. Comprehension Skills and Response to Text • How do readers construct meaning from text?	• Good readers compare, infer, synthesize, and make connection (text to text, text to world, text to self) to make the text personally relevant and useful.
Strand H. Inquiry and research • Why conduct research?	• Researchers gather and critique information from different sources for specific purposes.

Standard 3.2 Writing and Language	
All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	

Big Idea: Writing is the process of communicating in print for a variety of audiences and purposes.

Essential Questions	Enduring Understandings
Strand A. Writings as a Process (prewriting, drafting, revising, editing, post-writing) • How do good writers express themselves? How does process shape the writer's product?	• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
Strand B. Writing as a Product (resulting in a formal product or publication) • How do writers develop a well written product?	• Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
Strand C. Mechanics, Spelling, and Handwriting • How do rules of language affect communication?	• Rules, conventions of language, help readers understand what is being communicated.
Strand D. Writing Forms, Audiences, and Purposes (exploring a variety of forms) • Why does a writer choose a particular form of writing?	• A writer selects a form based on audience and purpose.

Standard 3.3 Speaking and Listening	
All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.	
Big Idea: Oral language is a tool for communicating, thinking, and learning.	
Essential Questions	**Essential Questions**
Strand A. Discussion • How can discussion increase our knowledge and understanding of an idea(s)?	• Oral discussions helps to build connections to others and creates opportunities for learning.
Strand B. Questioning (Inquiry) and Contributing • When is it appropriate to ask questions? • How do speakers express their thoughts and feelings?	• Questions and contributing help speakers convey their message, explore issues and clarify their thinking.
Strand C. Word Choice • How does the choice of words affect the message?	• A speaker's choice of words and style set a tone and defines the message.
Essential Questions	**Enduring Understandings**
Strand D. Oral Presentation • How does a speaker communicate so others will listen and understand the message?	• A speaker selects a form and organizational pattern based on the audience and purpose.

Standard 3.4 Speaking and Listening	
All students will listen actively to information from a variety of situations.	
Big Idea: Listening is an active process to gain understanding.	
Essential Questions	**Enduring Understandings**
Strand A. Active Listening • Can one hear but not listen?	• Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
Strand B. Listening Comprehension • How does a listener understand a message	• Effective listeners are able to interpret and evaluate increasingly complex messages.

Standard 3.5 Viewing and Media Literacy	
All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.	
Big Idea: A media literate person can evaluate how words, images, and sounds influence a message.	
Essential Questions	**Enduring Understandings**
Strand A. Constructional Meaning • What's the media message?	• People experience the same media message differently.
Strand B. Visual and Verbal Messages • What values, lifestyles, and points of view are represented in, or omitted from media messages?	• Media have embedded values and points of views.
Strand C. Living with Media • What affects media choice?	• Media choice is affected by personal experience and sense of need.

Essential Instructional Behaviors

Edison's Essential Instructional Behaviors are a collaboratively developed statement of effective teaching from pre-school through Grade 12. This statement of instructional expectations is intended as a framework and overall guide for teachers, supervisors, and administrators; its use as an observation checklist is inappropriate.

1. **Planning which Sets the Stage for Learning and Assessment**

   Does the planning show evidence of:
   a. units and lessons directly related to learner needs, the written curriculum, the New Jersey Core Content Curriculum Standards (NJCCCS), and the Cumulative Progress Indicators (CPI)?
   b. measurable objectives that are based on diagnosis of learner needs and readiness levels and reflective of the written curriculum, the NJCCCS, and the CPI?
   c. lesson design sequenced to make meaningful connections to overarching concepts and essential questions?
   d. provision for effective use of available materials, technology and outside resources?
   e. accurate knowledge of subject matter?
   f. multiple means of formative and summative assessment, including performance assessment, that are authentic in nature and realistically measure learner understanding?
   g. differentiation of instructional content, processes and/or products reflecting differences in learner interests, readiness levels, and learning styles?
   h. provision for classroom furniture and physical resources to be arranged in a way that supports student interaction, lesson objectives, and learning activities?

2. **Observed Learner Behavior that Leads to Student Achievement**

   Does the lesson show evidence of:
   a. learners actively engaged throughout the lesson in on-task learning activities?
   b. learners engaged in authentic learning activities that support reading such as read alouds, guided reading, and independent reading utilizing active reading strategies to deepen comprehension (for example inferencing, predicting, analyzing, and critiquing)?
   c. learners engaged in authentic learning activities that promote writing such as journals, learning logs, creative pieces, letters, charts, notes, graphic organizers and research reports that connect to and extend learning in the content area?
   d. learners engaged in authentic learning activities that promote listening, speaking, viewing skills and strategies to understand and interpret audio and visual media?
   e. learners engaged in a variety of grouping strategies including individual conferences with the teacher, learning partners, cooperative learning structures, and whole-class discussion?
   f. learners actively processing the lesson content through closure activities throughout the lesson?
   g. learners connecting lesson content to their prior knowledge, interests, and personal lives?
   h. learners demonstrating increasingly complex levels of understanding as evidenced through their growing perspective, empathy, and self-knowledge as they relate to the academic content?
   i. learners developing their own voice and increasing independence and responsibility for their learning?
   j. learners receiving appropriate modifications and accommodations to support their learning?

3. Reflective Teaching which Informs Instruction and Lesson Design

    Does the instruction show evidence of:
a.   differentiation to meet the needs of all learners, including those with Individualized Education Plans?
b.   modification of content, strategies, materials and assessment based on the interest and immediate needs of students during the lesson?
c.   formative assessment of the learning before, during, and after the lesson, to provide timely feedback to learners and adjust instruction accordingly?
d.   the use of formative assessment by both teacher and student to make decisions about what actions to take to promote further learning?
e.   use of strategies for concept building including inductive learning, discovery-learning and inquiry activities?
f.   use of prior knowledge to build background information through such strategies as anticipatory set, K-W-L, and prediction brainstorms?
g.   deliberate teacher modeling of effective thinking and learning strategies during the lesson?
h.   understanding of current research on how the brain takes in and processes information and how that information can be used to enhance instruction?
i.   awareness of the preferred informational processing strategies of learners who are technologically sophisticated and the use of appropriate strategies to engage them and assist their learning?
j.   activities that address the visual, auditory, and kinesthetic learning modalities of learners?
k.   use of questioning strategies that promote discussion, problem solving, and higher levels of thinking?
l.   use of graphic organizers and hands-on manipulatives?
m.   creation of an environment which is learner-centered, content rich, and reflective of learner efforts in which children feel free to take risks and learn by trial and error?
n.   development of a climate of mutual respect in the classroom, one that is considerate of and addresses differences in culture, race, gender, and readiness levels?
o.   transmission of proactive rules and routines which students have internalized and effective use of relationship-preserving desists when students break rules or fail to follow procedures?

4. Responsibilities and Characteristics which Help Define the Profession

    Does the teacher show evidence of:
a.   continuing the pursuit of knowledge of subject matter and current research on effective practices in teaching and learning, particularly as they tie into changes in culture and technology?
b.   maintaining accurate records and completing forms/reports in a timely manner?
c.   communicating with parents about their child's progress and the instructional process?
d.   treating learners with care, fairness, and respect?
e.   working collaboratively and cooperatively with colleagues and other school personnel?
f.   presenting a professional demeanor?