

Instruction

How are instructional strategies matched to multicultural content and student needs?

- Alignment with standards and indicators is evident
- Teachers have a repertoire of strategies and know when to use them
- Teachers use previewing strategies and building prior knowledge
- Teachers can articulate how strategies match content and student needs

How does the teacher check for evidence of student understanding?

- Appropriate frequency is evident
- Teachers check broadly across the class
- There are a variety of strategies for checking
- Teacher uses the information to make dynamic instructional decisions
- Student thinking is visible, public and shared

How do students show they understand the learning goal/reason for the lesson they are doing and what their work should look like?

- Students show understanding of lesson's purpose through many means: writing, articulation and actions.
- Students can articulate quality work

What evidence do you have that students self-monitor their own learning and set personal goals?

- Students articulate goals and evaluate progress
- Students have access to personal progress
- Students show samples of work that have mastered criteria
- Students describe areas of mastery and areas of need
- Students provide non-judgmental feedback to their peers

How is time used to maximize student learning?

- Appropriate pacing and rhythm are evident
- Instructional time and time on task are protected in the classroom and in the school
- Instruction drives the schedule
- Maximum time is spent on academic engagement

How do teachers provide feedback to students about their learning and their work?

- Feedback is regular and ongoing
- Teachers use a variety of mechanisms

How do teachers communicate instructional goals and related assignments so students understand them?

- Teachers match communication to students' needs and learning styles
- A variety of effective approaches are used

Expectations

How does the view of effort-based intelligence appear in PRACTICES in the learning environment?

- Feedback on student work is frequent, specific, respectful and instructional
- There are flexible grouping practices
- There are provisions for re-teaching and extra help
- Student self-evaluation and goal-setting exist
- Grading practices and re-takes demonstrate this
- There is differentiation while maintaining standards
- Staff teaches students how to work smart

How does the view of effort-based intelligence appear in BEHAVIORS in the learning environment?

- There is a language of giving help
- Patterns of calling on students reflect this
- Responses to student answers reflect this
- Language of giving assignments reflects this
- Language of response to errors or below-standard work/ improvement or above standard work reflects this
- Staff shows tenacity to get students to meet standards
- There are opportunities for reciprocal feedback

How does the view of effort-based intelligence appear in STRUCTURES in the learning environment?

- There is a common understanding of high curriculum expectations
- There are common assessments of proficiency that embody high standards
- There are opportunities and access to learning

How does the view of effort-based intelligence appear in “STAFF TALK” within the learning environment?

- There is evidence of discussions about getting students to proficiency standards
- There is evidence of discussions about placement, assignment, and program (level to level and class to class)
- Staff is constantly challenging and re-examining beliefs about students’ abilities

Curriculum

What is the evidence that the teacher is teaching the Multicultural curriculum?

- Student learning experiences link to the Multicultural curriculum
- Vocabulary of the curriculum is in evidence
- Exemplars and models of student performance that meet standards of proficiency are in evidence
- Resource materials support multicultural curriculum
- Student work and products can be tied directly to standards and enduring understandings in Multicultural curriculum maps and units
- Teachers can articulate exactly what part of the curriculum is being addressed

What evidence is there that teachers are managing the Multicultural curriculum?

- A plan for the year, semester or unit is used
- Instruction is paced so that all of the essential curriculum is taught

What evidence is there that the Multicultural curriculum focus is maintained when adapting curriculum to student experiences and needs?

- Instruction of the curriculum is connected to students' real-world lives and experiences
- Individual learning experiences are based on student questions and ideas and are congruent with the Multicultural curriculum
- Extended learning experiences congruent with Multicultural curriculum are created for students who achieve early proficiency
- Instructional approach is modified while maintaining curriculum objectives when students need more time and support

What evidence is being collected that indicates students are making progress in Multicultural courses?

- A variety of student work that matches desired outcomes
- There is a variety of data sources and records used to show progress toward proficiency

What evidence is there that student progress is matched to curriculum?

- Student work is aligned with curriculum indicators
- Assessment measures are matched to curriculum indicators

What evidence is there that student progress is based on incremental rigorous goals set for students?

- Self-monitoring and goal setting are apparent
- Communication to parents and community about individual student progress exists in relation to goals
- Teachers communicate that, with effort, students can achieve these rigorous goals