

The Standards For Effective Pedagogy: The TOOL



Standard & Definition Teacher Indicators Identifier

Standard 1: Facilitate learning through joint productive activity among teachers and students **Teacher Indicators for JPA:**

Joint Productive Activity

Identifier:

Teachers and students producing together

- Designs instructional activities requiring student collaboration to accomplish a joint product
- Matches the demands of the joint productive activity to the time available for accomplishing them
- Arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly
- Participates with students in joint productive activity
- Organizes students in a variety of groupings, such as by friendships, mixed academic ability, language, project, or interest, to promote interaction
- Plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like
- manages student and teacher access to materials and technology to facilitate joint productive activity
- Monitors and supports student collaboration in positive ways

Teacher Indicators for LLD:

Standard 2:

Language and Literacy Development

Develop competence in the language and literacy of instruction throughout all instructional activities

Identifier:

Developing Language and Literacy Across the Curriculum

- Listens to student talk about familiar topics such as home and community
- Responds to students' talk and questions, making "in-flight" changes during conversations that directly relate to students' comments.
- Assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversations and writing.
- Interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, and spotlighting
- Connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities
- Encourages students to use content vocabulary to express their understanding
- Provides frequent opportunity for students to interact with each other and the teacher during instructional activities
- Encourages students' use of first and second languages in instructional activities

Standard 3:

Contextualization

Contextualize teaching and curriculum in the experiences and skills of home and community

Identifier: Meaning Making: Connecting School to Student's Lives

Teacher Indicators of Contextualization:

- Begins activities with what students already know from home, community, and school
- Designs instructional activities that are meaningful to students in terms of local community norms and knowledge
- Acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents
- Assists students to connect and apply their learning to home and community
- Plans jointly with students to design community-based learning activities
- Provides opportunities for parents or families to participate in classroom instructional activities
- Varies activities to include students' preferences, from collective and cooperative to individual and competitive
- Varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others.

Standard 4:

Challenging Activities

Challenge students toward cognitive complexity

Identifier:

Teaching Complex Thinking

Teacher Indicators for Challenging Activities:

- Assures that students-- for each instructional topic-- see the whole picture as a basis for understanding the parts
- Presents challenging standards for student performance
- Designs instructional tasks that advance student understanding to more complex levels
- Assists students to accomplish more complex understanding by building from their previous success
- Gives clear, direct feedback about how student performance compares with the challenging standards

Standard 5:

Instructional Conversations

Engage students through dialogue, especially the instructional conversation

Identifier:

Teaching through Conversation

Teacher Indicators of Instructional Conversations:

- Arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis
- Has a clear academic goal that guides conversation with students
- Ensures that student talk occurs at higher rates than teacher talk
- Guides conversation to include students' views, judgments, and rationales using text evidence and other substantive support
- Ensures that all students are included in the conversation according to their preferences
- Listens carefully to assess levels of students' understanding
- Assists students' learning throughout the conversation by questioning, restating, praising, encouraging, etc.
- Guides the students to prepare a product that indicates the Instructional Conversation's goals was achieved



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