



Evidence-Based Practices Examples/Non-Examples



Click on any of the following Artifacts, in any Quadrant, to take you to the Examples/Non-Examples of that Artifact

Inclusive Learning Environment

- Content, language, and social learning outcomes** are flexible, posted, measurable, observable, and in student-friendly language; created with/by students
 Measurable Observable Student-friendly Language
- Student-centered classroom**; student work displayed is current, relevant, and accurate; classroom charts are created with/by students
 Relevant Accurate
- Respectful classroom management and organization**; rules, procedures, and behavior expectations are created with/by students; are evident and posted
 Rules/Behavior Expectations Procedures
- Classroom library** organized with student input, variety of genres, accessible to all
 Variety of Genres Student Choices Text Accessibility Physical Accessibility
- Word/Sound Walls and key vocabulary** charts are created with/by students; contain symbols/pictures and used as a resource by all students
 Symbols/Pictures High Frequency/Key Vocabulary Used as a Resource
- Presence and use of manipulatives**, objects, real-world and diverse examples
 Manipulatives Real-world Examples/Objects Diverse Examples
- Effective and efficient transitions between activities
 Efficient Effective Engaging

Instructional Practices "The What"

- Demonstration (I do it)**: whole group; comprehensible input is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, and different learning modalities are evident; explicit systematic instruction
 Explains Comprehensible input Show/Tells Explicit/Systematic Frontloads
- Shared Experiences (We do it)**: whole group/small/flexible group modeling
 Scaffolds Negotiates Supports
- Guided Practice (You do it together)**: small flexible group, 1-1 with minimal guidance; for fluency and transfer of new learning with support and problem solving
 Students in Charge of Learning Practice for Fluency Collect Evidence of Learning Problem Solving
- Independent Practice (You do it by yourself)**: time provided for mastery
 Assists as Needed Coaches Evaluates Modifies and Adjusts
- Closure**; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal)
 Reviews Learning Targets Formative Assessment Summative Assessment Self Reflection
- Monitoring and adjusting student learning**; engagement; interactions; uses, gives immediate and specific feedback effectively
 Teacher Engagement Teacher Interactions Responsive Immediate-Specific Feedback
- Incorporates, plans for higher order thinking** question activities and wait time
 Plans/Asks Questions Creative Activities Adequate Wait Time

Student Interactions "The How"

- Students expression** by thinking, listening, speaking, reading, writing, sharing, and discussing
 Listening/Thinking Speaking/Sharing Reading Writing
- Students involved in text activity**; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition
 Note-taking Research Assistive Technology/Multi-Media Construction/Composition
- Students are goal setting**; ongoing use of self-assessments, formative assessments, and reflections
 Goal-Setting Self-Assessment Formative Assessment Reflection
- Students interact in guided practice**, projects, conferencing, collaborating, community, personal coping skills and strategies, in charge of learning together
 Peer projects Conferencing Collaborating Personal Coping Skills/Strategies
- Students practice independently for personal mastery**; planning; choice; autonomy; visualization; manipulation of learning
 Plans Learning Makes Choices Generalizes Learning Uses Visualization
- Student performance**; presentation; reading/writing for authentic audience/purpose
 Presentation Plan Speaking/Reading/Writing For an Audience For a Purpose
- Students participate in higher order thinking** and in a variety of learning modalities; show learning through physical action
 Art Music Physical Movement Drama

Student Engagement "The Why"

- Students are engaged in highly motivating**, real-world experiences and/or issues
 Highly Motivating Real-World Social Justice/Civic Issues Culturally Responsive
- Students engaged in meaningful, challenging, relevant activities**; evidence of self-determined learners
 Meaningful Challenging Relevant Self-determined/Self-Monitoring
- Students connect and apply learning** to culture, background knowledge, strengths, and needs
 Culture Background Knowledge Strengths Needs
- Students demonstrate learning** through planning, thinking, listening, speaking, reading, writing, multi-media; engaged in shared/collaborative learning
 Planning Thinking/Listening Speaking Reading Writing Multi-media Collaborating
- Students' materials, resources, texts are relevant** and suitable to the content and language, social learning outcomes, evidence of self-regulating behavior
 Language Outcome Content Outcome Social Learning Outcome Self-Regulation
- Students have multiple opportunities for dialogue and conversations** (50% student-talk); engaged in information processing, application and transfer of learning
 50% Student-Talk Information Processing Generalizes Learning
- Students are participating in differentiated activities and accommodations**
 Content Process Products/Resources/Materials Time

The EBP Walkthrough Process is a collaborative coaching system to be modeled and experienced with grade-level teams, content-area teams, and/or leadership teams. The purpose of the process is to celebrate where educators have capitalized upon the opportunity to implement evidence-based classroom practices, and to support educators where there may be an opportunity to develop pedagogy in the future.

The Evidence-Based Practices document is not intended to be used as a tool to evaluate teachers, but rather to aid in the awareness and incidence of evidence-based practices in the learning community, The EBP Walkthrough Tool may be used to establish a common language of effective teaching and learning in a school community, in analyzing grade level or schoolwide practice trends, and toward providing targeted professional development. The following examples are meant to aide in inter-rater reliability through observational purposes and not meant to be used for monitoring compliance purposes.

Inclusive Learning Environment

Content, language, and social learning outcomes are flexible, posted, measurable, observable, and in student-friendly language; created with/by students

EXAMPLES

- **Measurable:** I can answer at least four out of five questions correctly about the order of events in a reading passage.
- **Observable:** I can read 8/10 real and make-believe words correctly from a word list.
- **Student-friendly:** I can retell a non-fiction reading passage, using both the main idea and three key details for support.

NON-EXAMPLES

- **Measurable:** I will be able to use a reading passage and to ask and answer questions about that reading passage. Issue: The undefined number of questions and correct answers for meeting the objective
- **Observable:** I will be able to use my knowledge of the six syllable types to read a passage with two errors or fewer. Issue: Being unable to attribute the knowledge of the six syllable types as the reason for the reading accuracy
- **Student-friendly:** I will be able to recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text. Issue: Vocabulary; content; structure complexity

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Student-centered classroom; student work displayed is current, relevant, and accurate; classroom charts are made with/by students

EXAMPLES

- **Relevant:** A collage that represents the cultures and traditions of people from different countries around the world
- **Accurate:** Solar system mobiles that generally appear to have the sun as the largest body and planets that are in the correct size context and order

NON-EXAMPLES

- **Relevant:** Flags that students recreated, from countries around the world. Issue: Abstract representation - no relevant connection to people and culture
- **Accurate:** Instead of just a few solar system mobiles having planets out of order, most of the mobiles have Earth as the fourth planet from the sun

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Respectful classroom management and organization; rules, procedures, and behavior expectations are created with/by students and are evident and posted

EXAMPLES

- **Rules/Behavior Expectations:** When the teacher uses proximity or facial expression to address a misbehavior, it is easy to see a connection from student recognition to redirection
- **Procedures:** Classroom helpers know who they are without significant disagreement of responsibility or action, and they effectively help to facilitate distributing such things as papers, supplies, and manipulatives

NON-EXAMPLES

- **Rules/Behavior Expectations:** Consistent blurting is not self-regulated, not redirected implicitly, and explicit management of behavior affects loss of learning time
- **Procedures:** Students argue roles and responsibilities such as being a line leader, holding the door, or passing out materials

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Classroom library organized with student input, variety of genres, accessible to all

EXAMPLES

- **Variety of Genres:** Fiction, Non-Fiction, Historical Fiction, Chapter, Reference, Graphic Novel
- **Student Choices:** Interest examples: cars, animals, relationships, dinosaurs, bugs, pets
- **Text Accessibility:** After opening a few books, it is easy to see some texts that are below grade level, some at grade level, and some above grade level
- **Physical Accessibility:** Book bins are labeled with pictures that represent genres or choices, students of any height are able to reach any book, and the area has a rug and pictures to make the area look like a good place to choose and read a book

NON-EXAMPLES

- **Genre Variety:** Almost all book choices are fiction; there are very few non-fiction choices.
- **Student Choices:** Almost all choices are books about characters and their relationships to one another
- **Text Accessibility:** It is difficult to find any book choices are below grade-level reading while there are several students in the class that are reading below grade level
- **Physical Accessibility:** Library books are strewn on the floor or stacked on shelves, some would be difficult to reach for shorter students, and there are no rugs or pictures that make the area look like a nice place to read

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Word/Sound walls and key vocabulary charts are created with/by students; contain symbols/pictures and used as a resource by all students

EXAMPLES

- **Symbols/Pictures:** Under the category of “Action” with a picture of a clapper and starburst, is the word “lunge” that has a picture of a person lurching forward. This support helps students make it easier to find a word, read it, and make a connection to its meaning
- **High Frequency/Key Vocabulary:** At early grades, words on display such as pronouns, prepositions, simple verbs, and nouns are fundamentally used in the writing process. Increasingly at upper grade levels, words on display are used to enhance the writing process, such as more advanced verbs, adverbs, adjectives, and nouns that are content specific yet common
- **Used as a Resource:** When students are writing, the sound/word wall is placed where they could look up easily to use it, and the instructor prompts students to use it during writing activities

NON-EXAMPLES

- Symbols/Pictures:** Either they are not evident or are not used to make a connection for use
- High Frequency/Key Vocabulary:** The words chosen could only be used in very specific content areas or writing activities, such as “carbon” or “astrolabe”
- Used as a Resource:** Words are in the back of the room and/or in small font

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Presence and use of manipulatives, objects, and real-world and diverse examples

EXAMPLES

- **Manipulatives:** A cupboard or bin that is labeled and contains objects for grouping and counting, such as base blocks and plastic chips, that can be easily accessed by students
- **Real-World Examples/Objects:** Authentic images such as photographs, menus, and maps; physical objects such as models of vehicles, plants, and animals
- **Diverse Examples:** For proper context, “cats” should be represented by several images/objects from domesticated, forest, and savannah examples; “insects” should have varied examples such as ants, beetles, and bees

NON-EXAMPLES

- **Manipulatives:** The area for grouping and counting is not visible or not in an area that can be accessed easily by students
- **Real-World Examples/Objects:** A study of the solar system does not include plastic planets, stars, galaxies, objects that students can hold and touch, images beyond what a textbook offers, etc.
- **Diverse Examples:** Diversity in race, ethnicity, and culture are excluded from images presented when studying the people within a particular country or region

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Effective and efficient transitions between activities

EXAMPLES

- **Efficient:** When moving from desks/tables to a carpeted area, students are able to make the transition and be ready to learn within 30 seconds
- **Effective:** After being asked to retrieve a notebook and a pencil, there are very few examples of students either not having these materials, not being able to retrieve materials, or neglecting to retrieve materials
- **Engaging:** Students are able to manage the incorporation of such things as conversation and music playing without these things being a significant distraction to the transition

NON-EXAMPLES

- **Efficient:** Distractions, such as conversation during a move from desks/tables to a carpeted area, result in students not being ready to learn until significantly longer than 30 seconds has passed
- **Effective:** After being given adequate time to take out a specific notebook and a pencil, there are several examples of students either forgetting to take out one or the other; having the incorrect notebook; unsharpened pencils; etc.
- **Engaging:** Students may be effectively and efficiently transitioning from one task or area to another, but few students appear to be enjoying the transition as an opportunity for greater freedom of movement and levity

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Instructional Practices “The What”

Demonstration (I do it): whole group; comprehensible input is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, and different learning modalities are evident; explicit systematic instruction

EXAMPLES

- **Explains:** The teacher helps students learn how to use a new graphic organizer, by explaining how to use connected text to fill in each section of the organizer
- **Shows/Tells:** The teacher helps students learn how to use a new graphic organizer, by using a document camera to accompany explanation, to show how connected text is used to complete each section
- **Comprehensible:** In the explanation of using a graphic organizer, the teacher uses language that is easily understood and clarified with students during the process, such as paraphrasing “tell us what paragraph by putting...” instead of just, “cite where you found it”
- **Explicit/Systematic:** In showing the class how to use a new graphic organizer, the teacher provides steps in a logical order, does not omit any steps that might cause confusion for some students, and provides the steps at a pace that most students are following correctly
- **Frontloads:** In previewing a new graphic organizer, the teacher makes connections to organizers and processes that the class is already comfortable with, and alludes to how the form will later be used to create a writing composition

NON-EXAMPLES

- **Explanation:** The teacher helps students learn how to use a new graphic organizer, by simply showing them how it is completed, and asking students to recreate the steps as seen
- **Shows/Tells:** The teacher explains how to use a new graphic organizer but does not use a display that can be properly seen by all students or that aids in visual direction
- **Comprehensible:** In the explanation of using a graphic organizer, the teacher uses language like, “cite where you found it,” without paraphrasing the word cite, and some students are not able to make the connection to the process as a result
- **Explicit/Systematic:** In showing the class how to use a new graphic organizer, the teacher provides some steps out of order, overlooks a step that causes confusion for some students, and/or progresses at a pace that causes student confusion
- **Frontloads:** In previewing a new graphic organizer, the teacher does not make connections to organizers and processes that the class is already comfortable with, and does not reference the benefits and usefulness of this type of organizer

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Shared Experiences (We do it): whole group/small/flexible group modeling

EXAMPLES

- **Scaffolding:** After introducing the class to the blend, "bl-," the teacher practices the sounds in isolation and then together, before gradually blending the sound inside ccvc words.
- **Negotiates:** After seeing that many students are having trouble blending the whole word from its isolated parts, the teacher adds a scaffold by blending parts of the whole word together before trying the whole word.
- **Supports:** The teacher notices that some students are simply listening during blending practice, rather than following the hand placement of the teacher on the word, and uses verbal cues to reset the student's attention.

NON-EXAMPLES

- **Scaffolding:** After introducing the class to the blend, "bl-," the teacher practices ccvcc whole words with the bl-sound inside of it.
- **Negotiation:** Despite many students are having trouble blending the whole word from its isolated parts, the teacher continues trying more words in hope that more repetitions will solve the issue.
- **Support:** The teacher only relies upon choral response as an indication that students are gaining understanding, overlooking that some students are parroting rather than processing for understanding.

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Guided Practice (You do it together): small group, 1-1 with minimal guidance; for fluency and transfer of new learning with support and problem solving

EXAMPLES

- **Students in Charge of Learning:** While providing evidence of evaluating answer choices, students are able to choose between marking answers with previously learned techniques, such as process of elimination slashes, smiley/frowny faces, assigning confidence percentages, key words, etc.
- **Practice for Fluency:** After working with students to show them a new way to evaluate answer choices by marking each choice with a key word, the teacher has students engage in guided practice until individuals appear to have skill mastery before allowing a student to move on to the next task.
- **Collect Evidence of Learning:** While students are evaluating answer choices, the teacher is looking at the progress of many students to see if reteaching/revisions are necessary or if fluency practice should continue.
- **Problem-Solving:** The teacher sees that students who are separating their marks from the text with space or circling marks seem to be more effective in using them, and the teacher provides this observation to students.

NON-EXAMPLES

- **Students in Charge of Learning:** Despite a student being able to prove that he/she can use process of elimination marks and can answer questions effectively without having to perform these marks, the teacher requires the marks on all questions for that student, exactly as taught.
- **Practice for Fluency:** After working with students to show them a new way to evaluate answer choices by marking each choice with a key word, the teacher only has students practice the skill once in guided practice before moving on, which leads to confusion during independent practice.
- **Collect Evidence of Learning:** While students are evaluating answer choices, the teacher is not looking at the progress of many students to see if reteaching/revisions are necessary or if fluency practice should continue.
- **Problem-Solving:** The teacher does not see that students who are separating their marks from the text with space or circling marks, seem to be more effective in using them and is unable to provide this observation to students.

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Independent Practice (You do it by yourself): time provided for mastery

EXAMPLES

- **Assists as Needed:** Before starting a small group, the teacher notices that several students have put away their highlighters before finishing their evidence of finding the main idea of a paragraph as directed, so the teacher quickly reminds students that this is a necessary element of their task.
- **Coaches:** During guided practice, the teacher saw that five students were having trouble finding the main idea of a paragraph to highlight. During independent practice the teacher calls those five students with their materials to the back table so they can go over the process more explicitly and systematically.
- **Evaluates:** During the first part of independent practice, the teacher is taking notes on the proportion of students performing the task correctly and taking available time for the lesson into account.
- **Modifies and Adjusts:** During the first part of independent practice, the teacher sees that the number of students effectively completing the task is below expectation and either reteaches a portion that is generally causing the issue or plans for reteaching in the near future.

NON-EXAMPLES

- **Assists as Needed:** Several students have put away their highlighters before finishing their evidence of finding the main idea of a paragraph, but the teacher does not notice for a reminder.
- **Coaches:** While it is evident that several students are struggling through finding a main idea in a paragraph, the teacher is either focused on a single student or other task, missing several struggling students for a coaching opportunity.
- **Evaluates:** During the first part of independent practice, instead of taking notes on the proportion of students performing the task correctly and taking available time for the lesson into account, the teacher is checking emails.
- **Modifies and Adjusts:** During the first part of independent practice, the teacher misses that the number of students effectively completing the task is below expectation, and so misses the opportunity to reteach or plan for reteaching.

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Closure; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal)

EXAMPLES

- **Reviews Learning Targets:** With a few minutes left in the scheduled lesson time, the teacher reviews the writing lesson objectives and asks students to reflect on how comfortable they are with meeting that objective now and going forward.
- **Formative Assessment:** After briefly getting feedback about their independent practice through thumbs-at-chest response, the teacher assigns unfinished work to be completed at end of the day or for homework so the teacher can evaluate and record the results.
- **Summative Assessment:** After a mini-lesson that reviews the most important components and skills at the end of a unit for writing an argument, students compose an argument from a prompt that will be evaluated by a traits rubric.
- **Self-Reflection:** With five minutes remaining in the lesson, students are prompted to update the KWL Chart that they used at the beginning of their lesson about the industries in Arizona.

NON-EXAMPLES

- **Reviews Learning Targets:** At the conclusion of the lesson, the teacher simply asks students to transition to the next activity without reviewing learning objectives and outcomes.
- **Formative Assessment:** While the teacher engages in a discussion about the industries and occupations that helped to shape the State of Arizona, it is not tied to a writing activity that would serve as evidence of student learning.
- **Summative Assessment:** At the conclusion of a unit about Arizona's economic development, students go onto the next Social Studies unit about civics in Arizona without a summative assessment to determine students' level of learning as a result of the economic unit having been taught.
- **Self-Reflection:** At the conclusion of the lesson, students aren't prompted to update the KWL Chart that they used at the beginning of their lesson about the industries in Arizona.

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Monitoring and adjusting student learning; engagement; interactions; uses, gives immediate and specific feedback effectively

EXAMPLES

- **Teacher Engagement:** While students are creating and testing cup and string phones, the teacher is actively watching students' progress and listening to their conversations.
- **Teacher Interactions:** While students are creating and testing cup and string phones, the teacher is walking amongst students, and students are receptive to the teacher's presence and feedback
- **Responsive:** The teacher hears a student say, "I can't hear..." or "It's not working..." as an opportunity to listen more closely and monitor if peer intervention can serve to answer any of these questions appropriately or if teacher support is needed.
- **Immediate-Specific Feedback:** As students are decorating their cup and string phones, the teacher is looking for opportunities for positive narration that are specific to the creative choices of individuals and groups. The teacher addresses the whole group with these specific narrations where helpful to others during the creative process.

NON-EXAMPLES

- **Teacher Engagement:** While students are creating and testing their cup and string phones, the teacher is not watching students' progress or listening to their conversations
- **Teacher Interactions:** While students are creating and testing their cup and string phones, the teacher is talking to another teacher or cleaning up a part of the room
- **Responsive:** As a student is having trouble taping the string inside their cup, the teacher does not see the student struggling to manage frustration and the student ends up throwing the cup on the ground
- **Immediate-Specific Feedback:** As students are creating and testing their cup and string phones, the teacher does not provide positive narration at the time but instead waits until cleanup to provide general messages such as "interesting" or "nice," which do not provide meaningful feedback

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Incorporates, plans for higher order thinking question activities and wait time

EXAMPLES

- **Plans/Asks Questions:** In a lesson about eyes, the teacher not only begins by showing students how the pupil size reacts to light but also asks students to Think/Pair/Share about why this happens.
- **Creative Activities:** Students are given pictures of different animals without eyes drawn on the pictures, and after being told about details when and where the animal is active, are asked to draw the eyes based on the information.
- **Adequate Wait Time:** During Think/Pair/Share, the teacher gives students 20 seconds to think about a question and 30 seconds to share with a partner before offering conversation within the whole group.

NON-EXAMPLES

- **Plans/Asks Questions:** In a lesson about eyes, the teacher simply tells what the pupil is, how it reacts, and what it does.
- **Creative Activities:** Students are shown pictures of different animal eyes.
- **Adequate Wait Time:** The teacher asks a question of the group and then immediately calls on a student to answer the question

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Student Interactions “The How”

Students thinking, listening, speaking, reading, writing, sharing, discussing

EXAMPLES

- **Listening/Thinking:** Students watch a brief skit about the different ways that people can volunteer in their community, and then asked to talk to their seat partner about why volunteering is important.
- **Speaking/Sharing:** Students watch a brief skit about the different ways that people can volunteer in their community, and then asked to talk to their seat partner about why volunteering is important.
- **Reading:** From a list of key words that represent volunteerism, students draw a picture to illustrate that word as it relates to volunteering.
- **Writing:** Under each picture, students write a key word from a word bank that matches with the picture as it relates to volunteerism.

NON-EXAMPLES

- **Listening/Thinking:** In silence, students look at pictures that show people volunteering.
- **Speaking/Sharing:** Students watch a video about people volunteering but then are not provided the opportunity to share their thoughts about what they just watched
- **Reading:** The teacher reads a story about volunteering to students.
- **Writing:** After students watch a video about volunteering, they pack up and leave for the day

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Students involved in text activity; note-taking; research; use of assistive technologies and/or multimedia; use multiple tools for construction and composition

EXAMPLES

- **Note-Taking:** Before learning about different climates and classification of plants and animals, students are given a paper template of a vocabulary presentation that includes images with a blank line below each. as the teacher describes each slide image and vocabulary word, the students write down the vocabulary word from the slideshow on their vocabulary template.
- **Research:** After finding a library book about the country they have chosen to research, students complete a graphic organizer using the information about such things as local climate, plants, and animals.
- **Assistive Technology/Multimedia:** Students are able to review electronic resources with the aid of assistive technology such as text enlargement, text-to-speech, speech-to-text, word prediction, e-image dictionaries, etc.
- **Construction/Composition:** Students make their own mini-book for others to read, on a country that they create with its own climate, plants, and animals.

NON-EXAMPLES

- **Note-Taking:** Students listen to a presentation about different climates and classifications of plants and animals.
- **Research:** Students watch a video about different countries and their climates, plants, and animals.
- **Assistive Technology/Multimedia:** Students are reviewing electronic resources without some students have the choice of assistive technology such as text enlargement, text-to-speech, speech-to-text, word prediction, online image dictionaries, etc.
- **Construction/Composition:** Students color different pictures of different countries, plants, and animals.

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Students are goal setting; ongoing use of self-assessments, formative assessments, and reflections

EXAMPLES

- **Goal Setting:** After a primer about the different Native American tribes in Arizona, students talk through what they already know and what they want to learn more about (KW of KWL chart).
- **Self-Assessment:** After predicting which sounds came from which instruments, student compare their predictions to the correct answers to see how they did.
- **Formative Assessment:** After receiving teacher feedback on their community scene, students use the teacher feedback to revise the scenes for including all necessary components and for representing the community scene accurately.
- **Reflection:** After learning more about the different Native American tribes in Arizona, students talk through what they learned, if it was what they expected to learn about, and what they still might want to learn more about.

NON-EXAMPLES

- **Goal Setting:** Students learn about the different Native American tribes in Arizona without being given time to process what they might want to learn about.
- **Self-Assessment:** After predicting which sounds came from which instruments, students are not given the time or opportunity to compare their predictions to the correct answers to see how they did.
- **Formative Assessment:** Students create a Native American community scene without teacher feedback or without being able to make adjustments and incorporate feedback in the final product.
- **Reflection:** After learning more about the different Native American tribes in Arizona, students are not given the opportunity to talk through what they learned, if it was what they expected to learn about, and what they still might want to learn more about.

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Students interact in guided practice, projects, conferencing, collaborating, community, personal coping skills and strategies; are in charge of learning together

EXAMPLES

- **Peer Projects:** In collaborative groups of three, students share their experiences and use conjunctions to connect activities to family traditions on an illustrated graphic organizer.
- **Conferring:** Students have the opportunity to confer with family members and to report findings to group members toward completing illustrated graphic organizer about family traditions.
- **Collaborating:** As individuals within the group work on writing and drawing/coloring, students work together to coordinate the compilation of their tasks toward a finished product of a graphic organizer about using conjunctions to connect family traditions with celebrations.
- **Personal Coping Skills/Strategies:** When disagreements or frustrations may arise during group work, students use coping strategies such as compromise, mediation, and outreach to refocus toward their learning goals and outcomes

NON-EXAMPLES

- **Peer Projects:** In a project such as completing a graphic organizer that uses conjunctions to connect family celebrations and traditions, where a diversity of perspectives and student strengths would be helpful during the process, students are working individually.
- **Conferring:** In an activity about connecting celebrations with family traditions, where conferring with family members would be helpful during the process, students are not prompted or given the opportunity to do so.
- **Collaborating:** After group members finish their group work of sharing family traditions, it is evident that the product is the result of one member's family traditions.
- **Personal Coping Skills/Strategies:** As students are collaborating on their graphic organizers, group members have a conflict that is neither effectively self-managed nor teacher managed, to the extent where progress and outcomes are compromised

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Students independently practice for personal mastery; planning; choice; autonomy; visualization; manipulation of learning

EXAMPLES

- **Plans Learning:** Being given the choice of either a vertical or horizontal organizer for recording r-controlled vocabulary words, students ask questions about how many words and how long the words will be, before making their choice.
- **Makes Choices:** Being given the choice of either a vertical or horizontal organizer for recording r-controlled vocabulary words, students make the choice based on the size of the board, space needed, and preference.
- **Generalizes Learning:** When students are sharing their thoughts of using either a vertical or horizontal organizer for recording vocabulary words, they talk about their past experiences and how those apply to this particular lesson activity.
- **Uses Visualization:** Before choosing a vertical or horizontal organizer to record vocabulary words, students imagine which format will provide more space and look nicer for this particular task.

NON-EXAMPLES

- **Plans Learning:** Without being given a choice of graphic organizer, students are given a horizontal organizer for recording r-controlled vocabulary words.
- **Makes Choices:** Without being given a choice of graphic organizer, students are given a horizontal organizer for recording r-controlled vocabulary words.
- **Generalizes Learning:** After given the opportunity to choose either a horizontal or vertical organizer for recording vocabulary words, including details of how many columns and words, many students quickly choose the vertical organizer out of habit and run out of space for recording.
- **Uses Visualization:** After given the opportunity to choose either a horizontal or vertical organizer for recording vocabulary words, including details of how many columns and words, many students quickly choose the vertical organizer out of habit and run out of space for recording.

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Student performance; presentation; reading/writing for authentic audience/purpose

EXAMPLES

- **Presentation Plan:** Showing evidence of practicing their presentation at home with a family member or in the mirror, when students are presenting their historical fiction graphic novels about key American leaders, some students are seamlessly switching between the voice of the narrator and character.
- **Speaking/Reading/Writing:** Students are sharing with the class, the key American leader graphic novels that they created.
- **For an Audience:** When students share the graphic novels that they created, it is evident that not only does it contain elements that are factually important to that leader, but it also contains elements that might be interesting or fun for the rest of the students in class, such as supporting story characters with names of class members
- **For a Purpose:** When students share the graphic novels that they created, it is evident that not only does it contain elements that might be interesting or fun for the rest of the students in class, such as supporting story characters with names of class members, but it also contains factual elements that are attributed to that leader.

NON-EXAMPLES

- **Presentation Plan:** When students are reading the graphic novels that they created, you can see evidence that many students have not practiced reading their words, causing many mistakes or breaks in the reading
- **Speaking/Reading/Writing:** While students are sharing their graphic novels, it is evident that some students are just describing the pictures instead of reading any key words from their character call-outs.
- **For an Audience:** When students read to the class the graphic novels they created, most students are allowed to rush through their presentation without using clear speech.
- **For a Purpose:** When students read to the class the graphic novels they created, it is difficult to learn anything about their chosen American leader or why they are important to history.

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Students participate in higher order thinking and in a variety of learning modalities; show learning through physical action

EXAMPLES

- **Art:** Students create a painting or sculpture to represent how sound waves travel to our ears
- **Music:** Students use the different types of sounds found in song and compare them to the sound waves that we hear
- **Physical Movement:** Students wave their arms with long ribbons streaming through the air to represent sound waves moving through the air
- **Drama:** Students act as if they are sound waves, traveling through the air and bouncing off objects to show how we hear echoes

NON-EXAMPLES

- **Art:** There is a lesson that has the opportunity for artistic expression, such as the representation of sound waves moving through the air, and yet there is no infusion of artistic expression in the learning process
- **Music:** There is a lesson that has the opportunity for artistic expression, such as the representation of sound waves moving through the air, and yet there is no infusion of musical expression in the learning process
- **Physical Movement:** There is a lesson that has the opportunity for artistic expression, such as the representation of sound waves moving through the air, and yet there is no infusion of physical expression in the learning process
- **Drama:** There is a lesson that has the opportunity for artistic and physical expression, such as the representation of sound waves moving through the air, and yet there is no infusion of artistic or physical expression in the learning process

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Student Engagement “The Why”

Students are engaged in highly motivating, real-world experiences and/or issues

EXAMPLES

- **Highly Motivating:** Students are able to use their strengths after choosing their roles in the performance of a classroom play, whether it be writers, actors, set design, costumes, or audio/visual.
- **Real-World:** For the performance of a play about early American jobs, students show how people made a living based on that job, and how that relates to jobs in our current American society.
- **Social Justice/Civic Issues:** Students discuss gender roles, as they relate to jobs in early American society, and how that is different today.
- **Culturally Responsive:** In a discussion of early American jobs, Native American roles are included in the discussion.

NON-EXAMPLES

- **Highly Motivating:** Students are assigned acting roles in the performance of a classroom play, the script is given to them, and it culminates in a run-through within their small group.
- **Real-World:** For the performance of a play about early American jobs, students are not given the proper information or guidance to include any real-world past, or any connection to real-world present.
- **Social Justice/Civic Issues:** Students debate what early American sports were the best to play and watch.
- **Culturally Responsive:** Students leave Native Americans out of the discussion, of early American jobs.

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Students engaged in meaningful, challenging, relevant activities; evidence of self-determined learners

EXAMPLES

- **Meaningful:** Students are writing an opinion piece about whether student council should be able to sell food and beverage choices that kids would want and what those choices should include
- **Challenging:** Students are writing an opinion piece about how old you should need to be in order to run for president of the United States. The writing expectations are differentiated on three levels based on literacy development in order to retain challenge and avoid frustration.
- **Relevant:** Students are writing an opinion piece about whether students should be able to write using pens in particular subjects or on assignments and what those might be
- **Self-Determined/Self-Monitoring:** In writing an opinion piece about using animals in our food supply, students have been provided their grading rubric that clearly delineates between requirements and available choices and are using that rubric to plan and guide their writing.

NON-EXAMPLES

- **Meaningful:** Students are writing an opinion piece about whether curling should be an Olympic sport.
- **Challenging:** Third grade students are writing an opinion piece about what animal is their favorite pet and why, with no expectations on writing depth or length
- **Relevant:** Third grade students are writing an opinion piece about whether driving a car is a right or a privilege
- **Self-Determined/Self-Monitoring:** In writing an argument about using animals in our food supply, all students have been provided the same writing template to fill out that does not leave much room for choices or interpretation in content or process

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Students connect and apply learning to culture, background knowledge, strengths

EXAMPLES

- **Culture:** After listing their favorite and least favorite parts of the holidays and family events that they celebrate, students are asked to use these aspects to create a new holiday that would be their favorite to celebrate.
- **Background Knowledge:** Students are given a series of images showing climate and weather, and other images that show animals, plants, shelters, and clothing. Students are asked to match them images appropriately, and explain their choices.
- **Strengths:** Groups are making a claymation video that shows how erosion happens over time, and students are able to choose from a variety of roles for contribution to the group.
- **Needs:** After deciding what experiment students want to do for their Science Fair projects, students fill out a chart that itemizes materials into the categories of Available at School, Available at Home, and Would Have to Purchase (with associated cost) before beginning the project.

NON-EXAMPLES

- **Culture:** After learning about what taxes are and what they are used for, students need to argue for the most important tax and explain why it is important.
- **Background Knowledge:** After learning about what taxes are and what they are used for, students need to argue for the most important tax, and explain why it is important.
- **Strengths:** Groups are making a claymation video that shows how erosion happens over time, but students are randomly assigned roles for contribution to the group.
- **Needs:** Students are assigned an experiment for their Science Fair projects. They are prescribed what items they will need for completion and expected to procure those items from home.

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Students demonstrate learning through planning, thinking, listening, speaking, reading, writing; multimedia; engaged in shared/collaborative learning

EXAMPLES

- **Planning:** Students are given the outcome of having to use a software program to create an animal that is best adapted to survive in a given environment, but before being given access to that software, they need to complete a planning template for research and development.
- **Thinking/Listening:** Before using a software program to create an animal that is best adapted to survive in a given environment, students watch a short video about different animal adaptations and have a short discussion about important takeaways.
- **Speaking:** After using a software program to create an animal that is best adapted to survive in a given environment, students present and explain their new animals to the class.
- **Reading:** In order to use a software program to create an animal that is best adapted to survive in a given environment, students are given a variety of text-level choices to read for citing as research.
- **Writing:** Before presenting the animal they created that is best adapted to survive in a given environment, students need to complete a planning sheet, record and cite research, and write a rough outline of what they will say in the presentation to the class.
- **Multimedia:** Students will use a software program to create an animal that is best adapted to survive in a given environment and project that animal for the class during their presentation.
- **Collaborating:** During the planning and research stages of creating an animal that is best adapted to survive in a given environment, students will be given time for whole group discussions, progress gallery walks, and small group check-ins for support and perspectives.

NON-EXAMPLES

- **Planning:** The teacher provides a software program to students so they can create an animal that is best adapted to survive in a given environment, but no direction or time is given to students for the research and planning of connecting animal attributes to environment before the program is used to create the animal
- **Thinking/Listening:** Students are given the outcome of having to use a software program to create an animal that is best adapted to survive in a given environment and are given that program immediately with the option to begin
- **Speaking:** After using a software program to create an animal that is best adapted to survive in a given environment, students do a gallery walk to see other animals upon completion
- **Reading:** In order to use a software program to create an animal that is best adapted to survive in a given environment, students are shown a video about animal adaptations before beginning
- **Writing:** Students are given the outcome of having to use a software program to create an animal that is best adapted to survive in a given environment and are given that program immediately with the option to begin
- **Multimedia:** Students will use a pencil and paper to create an animal that is best adapted to survive in a given environment and do a gallery walk to see other animals upon completion
- **Collaborating:** Working individually, students are given the outcome of having to use a software program to create an animal that is best adapted to survive in a given environment. Students are then given that program to work on silently at their desks

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Students' materials, resources, and texts are relevant and suitable to the content and language; social learning outcomes; evidence of self-regulating behaviors

EXAMPLES

- **Language Outcome:** There are many opportunities for ELA standards to overlap with other content standards and objectives. Beyond simply reading and writing, teachers should be incorporating skills such as comparing/contrasting, inferencing, drawing conclusions, dissecting topic/main idea/details, and examining text features into objectives for Social Studies, Science, and Math classes.
- **Content Outcome:** There are many opportunities for content area outcomes to overlap with one another. Some examples include calculating with populations, documenting steps in the scientific method, measuring experiment results, and researching important historical figures.
- **Social Learning Outcome:** There are many opportunities for Social-Emotional Learning (SEL) outcomes to overlap with content standards and objectives. Some examples include the evaluation of cultural perspectives, civic virtues, economic choices, cooperation, exploring conflict, and building relationships.
- **Self-Regulation:** Regardless of core content area, students should be given many opportunities for self-regulation. Some examples include collaborating with other towards a product, navigating through process choices, practicing coping skills to manage relationships and frustrations, and planning for materials, time, and steps toward a desired outcome.

NON-EXAMPLES

- **Language Outcome:** Some missed opportunities to incorporate ELA standards into other content areas, includes exclusively watching videos to learn about history or geography, doing experiments without documenting the steps through the scientific method, and solely focusing on number problems without embedding them in story or circumstance.
- **Content Outcome:** Some missed opportunities for content area outcomes to overlap with one another, include not extrapolating or contextualizing resource numbers, learning about our solar system only by watching videos, and learning about historical figures without any research or presentation product.
- **Social Learning Outcome:** Some missed opportunities for Social-Emotional Learning (SEL) outcomes to overlap with content standards and objectives, include having students work individually instead of a helpful opportunity to plan research, collaborate, cooperate, discuss, and create together.
- **Self-Regulation:** Missed opportunities for self-regulation involve not giving student choices that could easily be made available and would add to the sense of worth in completing the activity. For example, in creating an illustrated poem about the hardships of the Triangle Trade, students can be given a choice about the information to collect and include, what stage of the trade to write about, if it is prose or rhyming, whether it is completed electronically or on paper, and whom the students want to collaborate with.

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Students have multiple opportunities for dialogue and conversations (50% student talk); engaged in information-processing, application, and transfer of learning

EXAMPLES

- **50% Student Talk:** In a lesson about how the United States is connected economically to the world market, the teacher initiates a series of Think/Pair/Shares with students speaking and listening to each other on an average of 40 seconds of every minute.
- **Information Processing:** In a lesson about how the United States is connected economically to the world market, the teacher initiates a series of Think/Pair/Shares with students that allows for a variety of peer perspectives and for students to digest the concepts and ideas.
- **Generalizes Learning:** During a discussion about how the United States is connected economically to the world market, students use tricks they have learned about trading bags of chips and candy on the playground before school to compare with techniques about trading goods and services amongst countries.

NON-EXAMPLES

- **50% Student Talk:** In a lesson about how the United States is connected economically to the world market, the teacher initiates a series of Pair/Shares with students speaking and listening to each other on an average of 20 seconds of every minute.
- **Information Processing:** In a lesson about how the United States is connected economically to the world market, the teacher engages in a whole group discussion where students are randomly called upon to give their answers to questions posed by the instructor.
- **Generalizes Learning:** During a discussion about how the United States is connected economically to the world market, students are unable to make a connection to how this may relate to their past experiences and are not given a prompt for relatability.

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Students are participating in differentiated activities and accommodations

EXAMPLES

- **Content:** For a three-reason opinion piece about whether mechanical or standard pencils are better, while most students are required to write five sentences, some students are allowed to write their opinion piece with fewer reasons and/or sentences.
- **Process:** For a spelling test, not only do a group of students have a differentiated list of words that are more appropriate for their level of development, but they are also able to take their modified test on a recording with ear phones, so they are able to pause and rewind the prompts.
- **Products/Resources/Materials:** You can see that several students in the class are using such tools as shaded overlays, different colored papers and fonts, plastic reading guides, pencil grips, large pencils, word processors, and electronic picture dictionaries to help accommodate their reading/writing activity.
- **Time:** For a spelling test, not only do a group of students have a differentiated list of words that are more appropriate for their level of development, but they are also able to take their modified test on a recording with ear phones, giving them more appropriate time to finish the test.

NON-EXAMPLES

- **Content:** Everyone has to complete a three-reason opinion piece in five sentences about whether mechanical or standard pencils are better, despite a significant diversity of literacy development in the class.
- **Process:** Every student in the class gets the same spelling list and has to complete the test at the end of the week like everyone else.
- **Products/Resources/Materials:** You are unable to see evidence of students using such tools as shaded overlays, different colored papers and fonts, plastic reading guides, pencil grips, large pencils, word processors, and electronic picture dictionaries to help accommodate their reading/writing activity.
- **Time:** Every student in the class gets the same spelling list and has to complete the test with the same thinking and writing time.

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