

## Evidence of Exemplar Qualities Sheet for ELA K-2

**NOTE:** The Teacher Growth Rubric (TGR) is NOT intended to be an evaluation tool for exemplar units. The TGR will serve as guide for our discussions. Our goal is that you leave understanding how to make informed instructional decisions concerning instructional units and understanding how these concepts fit together with the new observation and feedback system.

<p><b>Domain I: Lesson Designs</b></p> <ul style="list-style-type: none"> <li>• <b>Lessons are aligned to standards and represent a coherent sequence of learning.</b></li> <li>• <b>Lesson have high levels of learning for all students</b> (Note: Most evidence of Domain I can be seen in lessons/units. Some evidence may be exhibited during instruction or pre-/post-conferences.)</li> </ul>	<p><b>Evidence from the Unit/Lesson</b></p>
<p>Targets a set of grade-level MS CCRS/Literacy standards</p>	
<p>Instructional lessons, text, and activities are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning</p>	
<p>Implements assignments and activities that contain the following components:</p> <ul style="list-style-type: none"> <li>• Appropriate scaffolding that effectively builds student understanding</li> <li>• Ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery</li> <li>• Differentiation based on students' abilities and learning styles                             <ul style="list-style-type: none"> <li>• Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band</li> <li>• Provides extensions and/or more advanced text for students who read well above the grade level text band</li> </ul> </li> <li>• Student-centered learning whenever appropriate</li> <li>• Relevant connections to students' prior experiences or learning opportunities for students to choose challenging tasks and instructional materials</li> </ul>	

<p>Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose</p>	
<p>Makes reading text(s) closely (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions.</p>	
<p>Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.</p>	
<p>Provides guiding questions and prompts from text that require students to gather evidence from a text when responding orally or in writing</p>	
<p>Focuses on building students' academic vocabulary, language, and writing skills in context throughout instruction</p>	
<p>Within a collection of grade-level units, a balance of informational and literary texts is included according to guidelines in MS CCRS</p>	
<p>Includes a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.</p>	
<p>Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics).</p>	

<p><b>Domain II: Student Understanding</b></p> <ul style="list-style-type: none"> <li>• <b>Assists student in taking responsibility for learning and monitors student learning.</b></li> <li>• <b>Provides multiple ways for students to make meaning of content.</b></li> </ul> <p>(Note: Some evidence of Domain II can be seen in lessons/units. More evidence should be exhibited during instruction.)</p>	<p><b>Evidence from the Unit/Lesson</b></p>
<p>Includes a clear and explicit purpose for instruction AND provides opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests</p>	
<p>Cultivates student interest and engagement in extensive reading, writing and speaking about texts.</p>	
<p>Provides opportunities for students to connect content to real world</p>	
<p>Varies explanations and provides multiple representations of concepts</p>	
<p>Elicits direct, observable evidence (from varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures) of the degree to which a student can independently demonstrate the major targeted grade-level MS CRSS for ELA with appropriately complex text(s)</p>	
<p>Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance</p>	
<p>Creates opportunities for students to apply clear, specific, actionable and timely teacher and peer feedback to improve performance and accelerate learning</p>	

<p>Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media).</p>	
<p>Coherently selects texts that enables students to build content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects (Note: This selection of texts should reflect collaboration with other school staff within and across disciplines.)</p>	
<p><b>Domain III: Culture and Learning Environment</b></p> <ul style="list-style-type: none"> <li>• <b>Manages learning focus classroom community.</b></li> <li>• <b>Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.</b></li> <li>• <b>Creates and maintains a classroom of respect for all students.</b></li> </ul> <p>(Note: Only some evidence of Domain III can be seen in lessons/units. Most evidence should be exhibited during instruction.)</p>	<p><b>Evidence from the Unit/Lesson</b></p>
<p>Intentionally cultivates student interest and engagement in reading, writing and speaking about texts</p>	
<p>Focuses on sections of rich text(s) (including read alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding and progress toward independence.</p>	
<p>Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text</p>	
<p>Indicates how students are accountable for independent reading based on student choice and Interest to build stamina, confidence and motivation (may be more applicable across the year or several units)</p>	

<p>Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate</p>	
<p><b>Domain IV: Professional Responsibility</b></p> <ul style="list-style-type: none"> <li>• Engages in professional learning</li> <li>• Establishes and maintains effective communication with families/guardians.</li> </ul> <p>(Note: Evidence for Domain IV is best seen in documentation of communication, classroom observations, and pre- and post-observation conferences.)</p>	<p><b>Evidence from the Unit/Lesson</b></p>
<p>Provides opportunity to coordinate learning between home and school</p>	

