



# 2016 Calibration

Focus Elements Review

## 2a3. Academic Climate

*The classroom environment is safe and supportive; risk-taking is encouraged, students freely contribute their ideas, and student mistakes are treated as learning opportunities, never with ridicule.*

- Students'/teacher's mistakes – students'/teacher's reaction to those mistakes
- Intellectual risk-taking
- Answering questions in and of itself is not taking a risk



## 2c1. Management of Routines, Procedures and Transitions

*Routines, procedures, and transitions are managed in such a way that there is little to no loss of instructional time.*

- Transition time
- What routines students follow and how they transition from one task to another
- Teacher direction → Student response



## 2d2. Monitoring and Responding to Student Behavior

*The teacher monitors and responds to behaviors in a way that maintains student dignity and does not disrupt learning.*

- Generally individual students
- S behavior → T response → S response
- Can include positive reinforcement
- One element where lack of evidence could be evidence of effective practice

## 3a1. Communicating the Purpose of the Lesson

*The purpose of the lesson is communicated clearly to all students.*

- What and **Why** (*connections to big idea – prior learning – why it is important – real life connections*)
- Can be at Beginning/Middle/End of lesson
- Include student evidence when possible

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## 3a4. Use of Academic Language

Use of Academic Language is used to communicate and deepen understanding of the content.

- Structure and language of the discipline
- Teacher and student use of language

This is one of two areas where there may be replication (*i.e., double tagged*) – make sure it is relevant to this element



## 3b1. Quality and Purpose of Questions

*Questions are designed to challenge students and elicit high-level thinking*

- **Question is the What**
- **Teacher question → Student response**

## 3b2. Discussion Techniques and Student Participation

*Techniques are used to ensure that all students share their thinking around challenging questions*

- **Discussion Technique is the How**
- **Student Participation is the How Many**
- What techniques/strategies does the teacher use to get the students to respond (*turn and talk/popsicle sticks/raised hands/hand-off/stand-pair-share, etc.*)
- How many students participate



# 3c1. Standards-Based Projects, Activities, and Assignments

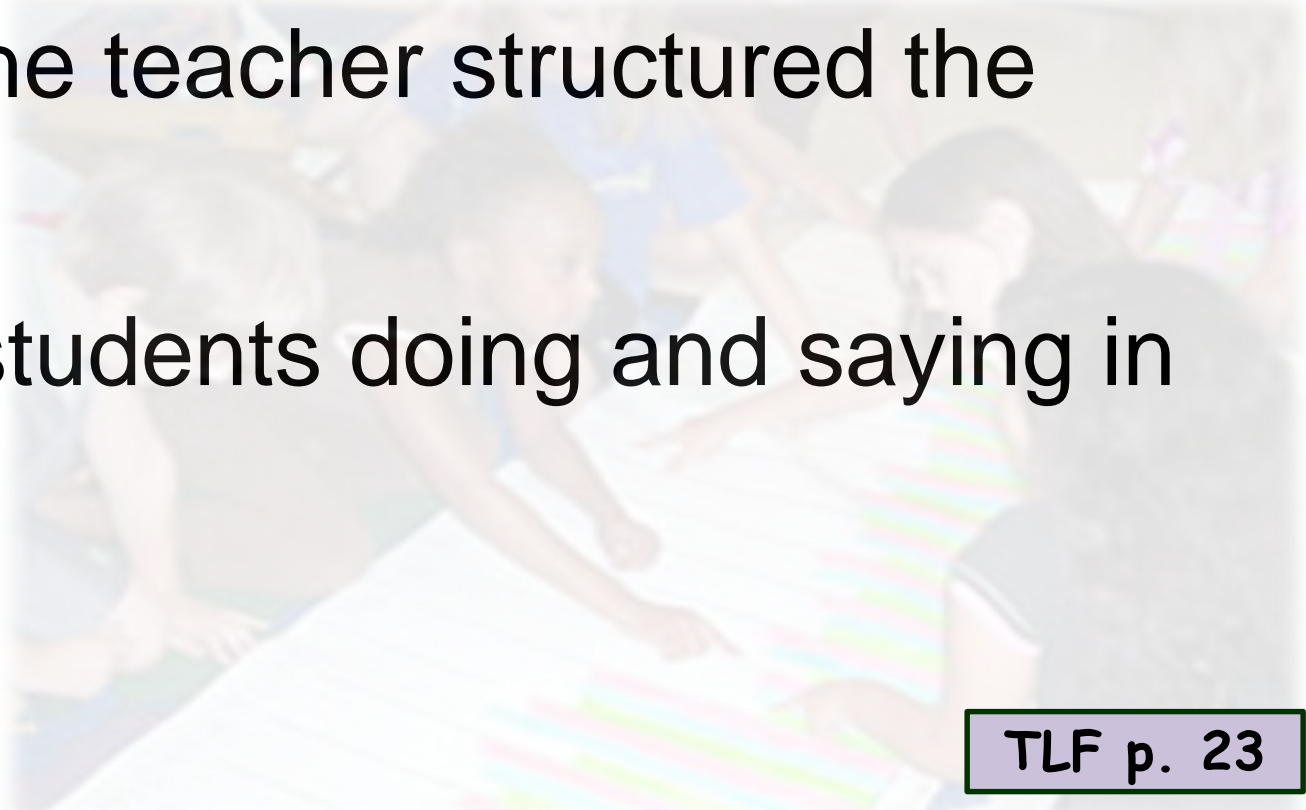
*Standards-aligned learning activities cognitively engage students in the lesson.*

- Chunk the lesson parts *(according to the lesson plan)*
- What are the students doing during the different parts of the lesson
- This is one area where there may be replication *(i.e., double tagged)* – make sure it is relevant to this element
- Should be what students are doing and saying – not teacher directions of the activity

## 3c2. Purposeful and Productive Instructional Groups

*Students are grouped in order to promote productive cognitive engagement in the lesson.*

- How has the teacher structured the group
- What are students doing and saying in groups

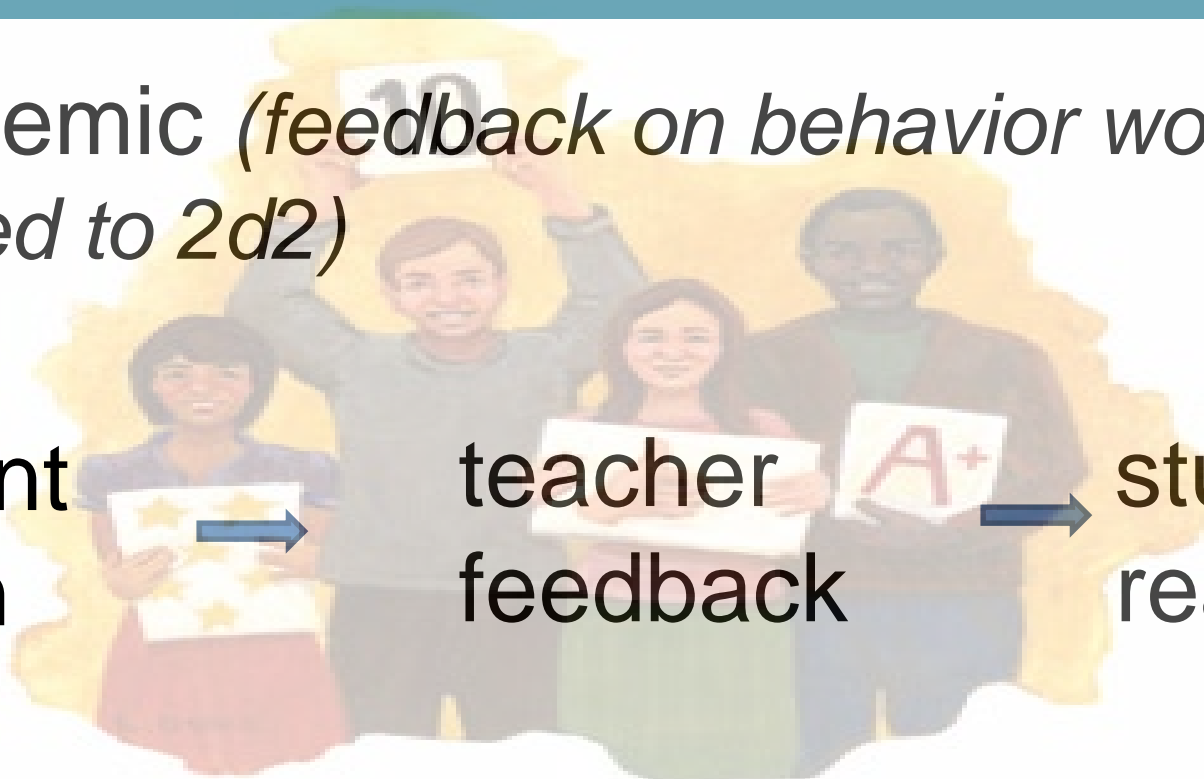


## 3d3. Feedback to Students

*Students receive specific and timely feedback that will move their learning forward.*

- Academic (*feedback on behavior would be aligned to 2d2*)

student  
action



teacher  
feedback

student  
reaction