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Where in the world could I count how many stars are in the sky?

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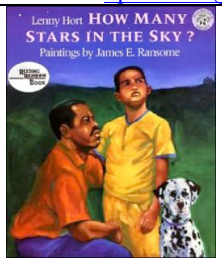
This lesson was developed June/July 2013 as a collaboration between Mid-Iowa School Improvement Consortium (MISIC), Geographical Alliance of Iowa (GAI), National Geographic Society (NGS), and the University of Northern Iowa (UNI) to provide lessons reflective of the intent of the K-6 Iowa Core geography (global stewardship) and literacy standards. The lesson is part of a unit of instruction taught in a MISIC district and developed by a practicing teacher. Model lessons were to be 2-4 days in length

The intent of the model lesson is to:

- illustrate the pragmatic value of teaching literacy and social studies standards together (integrating the literacy skills so student can apply and synthesize the skills learned in literacy instruction),
- demonstrate that implementation of the 2010 Iowa Core Literacy standards starts with small steps, and
- to make visible a "sampling" of developed or vetted tools resources from MISIC, GAI, and NGS . (MISIC tools/resources are password protected for use by MISIC member districts while GAI and NGS materials are generally open-source) in the left column of the lesson.

Lesson Title	Where in the world could I count how many stars are in the sky?
	OVERVIEW
Invitation to View Lesson	• Utilizing the literary text How Many Stars in the Sky?, first graders will take a journey from an urban area to a rural area, therefore building knowledge through context rich text and utilizing academic vocabulary. • Students will be interacting with the text by collecting evidence of how the environment(setting)changes in the story as the characters try to find an answer to their question. *Students will listen for key details that will define the areas*. • After collecting evidence, the students will retell the story by creating a map using symbols to represent the places the boy and father travel to as they search for their answer. The academic vocabulary urban and rural will then be connected to the text. • Using the evidence and story map the students will reflect on how the environment impacted the father and son's quest to find out how many stars are in the sky. The first graders will then focus on how people in rural and urban areas depend and modify their physical environments to meet basic needs. Using Google images of communities the students will use the evidence from the text to identify if these images are rural or urban communities and describe examples in which the physical environment provides opportunities for human activities. • First graders will then demonstrate an understanding of their community type by providing a writing piece and/or drawing that contains evidence of learning by identifying their community type.
Contact Information	Teacher: Dawn Pohlman District: Manson Northwest-Webster Community School District Email: dpohlman@manson-nw.k12.ia.us
Image and Citation	 *Trade Book* http://www.amazon.com/Many-Stars-Reading-Rainbow-Books/dp/068815218X
Summary of Lesson *Note:* Whether you are designing lessons or units purposefully: • align standards, assessment, and instruction • gives specific direction to teachers • identify resources and instructional materials • identify clear/focused daily goals • select appropriate teaching strategies • identify and teach key vocabulary	The students will be using a picture book to explore the differences that exist in communities within the same region. This will then allow them to work closely with the definition of rural and urban communities and identify which type of community they live in.

•implement formative assessment •ensure horizontal articulation •scaffold for "success" select viable and worthy content	
Number of Days *Note:* It is always important to ask: Is a unit/lesson manageable in the time allotted? Is the unit/lesson worth the time of teacher and students?	2 out of 10/15 total unit allocated days
Grade Level	First Grade
Concepts	• Rural vs. Urban Community
Iowa Teaching Standards Reflected in Planning a Lesson Using this Design http://www.boee.iowa.gov/stndrds.html *A rubric for teachers to self-evaluate where they are on the seven criteria to the right is at the end of this lesson.*	The Iowa teaching standards are about planning/preparing, managing, delivering, and reflecting about instruction. Producing this lesson provided evidence of the following criteria in the Iowa teaching standards. Standard 2: Demonstrates competence in content knowledge appropriate to the teaching profession. The Teacher: a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. c. Relates ideas and information within and across content areas. d. Understands and uses instructional strategies that are appropriate to the content area. Standard 3: Demonstrates competence in planning and preparation for instruction. The Teacher: c. Uses student developmental needs, background, and interests in planning for instruction. d. Selects strategies to engage all students in learning. e. Uses available resources, including technologies, in the development and sequencing of instruction.
PUPOSEFULLY PLANNING for MAXIMUM LEARNING (1)	
Learning *Note:* When planning for instruction consideration of what we know about how students store and retrieve information is crucial with so much to teach in 179 school days. Some strategies that can be used are: •Local to global • Hook senses first • Chunk it • Memory spaces 7 + - 1 in MS and 2 +- 1 in K • 8 to 2 engagement ratio • Less is more in content covered per period • Learning strategies used • Ramping lesson to reduce stress • Stimulating and engaging lesson • Relevant content • Focus the learning activities	The collaborative learning, whole class discussion, and writing activity of this lesson supports the following how the brain remembers strategies: •Engaging lesson •Relevant content •Less is more covered per day •Focus the learning activities
Development *Note:* With so much talk about standards we often forget to critically think about the whole child in planning for instruction. How does our basic knowledge of the physical, intellectual, and social/emotional development by age span get considered in selecting learning activities? A good source for elem. age groups can be found at: https://store.extension.iastate.edu/ProductList.aspx?Keyword=ages%20and%20stages or http://www.extension.iastate.edu/4hfiles/VI950902FAgesStages.PDF	Developmental characteristics considered when developing this lesson include: •Children at this age seek adult approval because they are not confident enough yet to set their own standards. In response this lesson •Children at this age are sensitive to criticism. In response this lesson •Children of this age are naturally curious and want to make sense of their world. In response this lesson focuses on their community.
Learning Targets (IA Standards) Directly Taught in the Length of this Lesson Note 1: A lesson or unit should be aligned to the standards that will actually be taught and assessed in the lesson or unit. This does not mean listing standards that are just supported.	**Iowa Core ELA/Literacy Grade Level Standards** Reading Informational Text - Key Ideas and Details RI1.1 Ask and answer questions about key details in a text RI1.2 Identify the main topic and retell key details of a text RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text

The focus is on aligned target and assessment with activities.

Note 2: Standards referenced here can be found at:

Literacy

IA Core Literacy – http://misiciowa.org or the Iowa DE website. Some of the standards in the Iowa Core are very long. As we unfold the new standards a lesson or unit may not target everything about a standard but will build on by quarter.

Standards Insight is another source of understanding the new literacy standards.

NGS ideas on how every **K-12 CCSS Literacy standard can be aligned to the teaching of Geography**- http://education.nationalgeographic.com/education/media/interconnections-common-core-national-geography-standards/?ar_a=1

Geography

IA Core Geography- http://misiciowa.org

NGS Geography- NGS and publishers have used the 5 themes of geography since 1984. Recently NGS put out a new perspective for relating to geography around the three I's of geography-interactions, interconnections, and implications as a way of relating geography to the many careers using geographical thinking. View this link about the three I's and geo-literacy: http://education.nationalgeographic.com/education/media/what-is-geo-literacy/?ar_a=1

Writing – Research to Build and Present Knowledge

The focus of this lesson is underlined.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Iowa Core/MISIC Grade Span Geography Standards

Iowa Core

Understand human and physical characteristics of places. (Ex. rural, urban, forest, desert, etc.).

• Understand the concept of regions according to physical and human criteria.

Understand how human factors and the distribution of resources affect the development of communities and the movement of populations.

• Understand why people choose to settle in different places.
• Understand the role that resources play in human's daily lives.

MISIC

Standard 3

The student will understand geography through the study of people, places, and environment.

SS._K-0.2.03.04 *Analyze resources available to a culture.*

National Geography Standards

5 Themes of Geography

•Place-physical characteristics and Region

3 I's of Geography

•Interactions- environmental system

.

Unit Background/ Prior Knowledge/ Misconceptions

Note on Misconceptions: Doug Fisher talks about the following when designing a lesson to get at student misconceptions.

- What misconceptions need to be addressed before new learning takes place?
- What are the tasks/skills/background knowledge needed for completion of this lessons content (geography, literacy, 21st Century)?
- What academic language needs to be put in place and reinforced for students?
- What will be challenging for the student?
- How will I support background knowledge that moves beyond facts and isolated skills?
- What scaffolding and explicit instruction is needed during the lesson?
- When and how can I make supports optional so control of activities is transferred to the learner?

How can you quickly determine your students' prior knowledge on a topic? You might try one of the classroom assessment techniques suggested by Thomas Angelo and Patricia Cross. The following technique selected from *Classroom Assessment Techniques*. **Focused Listing**, as the name implies, focuses students' attention on a single important term, name, or concept to help instructors assess what the students believe to be the most important points related to that particular topic. The instructor can then gauge how to adapt the curriculum so that it builds

Prior to this unit the students should have built a strong concept of their location(absolute) and the physical/human characteristics of their place. This lesson will address the misconception that just because you live in a town, it does not necessarily make where you live an urban region. This lesson should also help students understand that Rural and Urban communities exist in the same region(can be within a short driving distance) and share many similarities(banks, post offices, schools, etc.)

upon students' pre-existing knowledge structures. 1. Select an important topic or concept that the class is about to study and describe it in a word or brief phrase. 2. Ask your students to write that word or phrase at the top of a sheet of paper as the heading for a Focused List. 3. Ask your students to write down the most important points they associate with the word or phrase. Set a time limit and/or a limit on the number of items you want your students to write. Two or three minutes and five to ten items are usually sufficient. Use this data to determine how your students understand the topic they are about to study, and then to adapt the curriculum so that it incorporates their understanding (p. 126-131).			
Academic (Tier III) Vocabulary *Note 1:* Vocabulary is a major shift in the intent of the Iowa Core Literacy standards. Watch the video link at http://engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary to learn why this is an important shift in the core. The rationale for this shift is: Words carry meaning. If you know a word you can retrieve, access, and build on conceptual understanding. We learn words by repeated exposures. Students need both the discipline specific words (tier 3) and the general academic vocabulary (tier 2), but Tier 2 words need stressed as they cross disciplines with their multiple meanings. A variety of strategies should be used to provide the needed incremental and repeated exposures in a variety of contexts, for learning lots of words. Without the repeated exposure in multiple context students will not learn the connections between important words. An old but good strategy for learning vocabulary is still Marzano's six steps at http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf *Note 2*: Academic vocabulary crosses content areas and is found in both informational and literary text. Students must constantly build the vocabulary they need to be able to access grade-level complex texts as defined in Appendix B and C of the Iowa Core ELA Standards. A clear developmental progression from phonics through sophisticated concepts such as Greek and Latin affixes and roots is articulated through the Language strand of the ELA standards. Students need to build the number of words they know and understand. Isabel Beck defines these tier and III and II words. The Three Tiers (Isabel Beck) of words are discipline specific words like *circumference, aorta, autocratic, onomatopoeia. Oligarchy, hydraulic, neurotransmitters, "Jim Crow Laws, sovereignty, lagging, fractal, tectonics.*	**Words to front-load** Rural Urban *Suburban (this word is not directly in this lesson but it might come up during discussion depending on location)*	**Words using context** Rural communities have towns/cities that are surrounded by farm land, few businesses, and few people. Urban communities are larger or more crowded than rural towns, have many tall buildings and businesses. Town near the city	**Instructional methods** **Word Association:** Which word or words goes with ..? -soybean field -homes close together -taxis -subways -cornfield -stoplights(both) **Idea Completion:** See section titled handouts
Tier II Vocabulary *Note:* Tier 2: Academic Vocabulary are words far more likely to appear in written texts than	**Words to front-load**	**Words using context**	**Instructional methods**

in speech. They are highly generalizable, found across many types of texts, and often represent subtle or precise ways to say relatively simple things-saunter instead of walk: • words from informational text like analyze, *relative*, *vary*, *formulate*, *specify*, *accumulate, theory, principled, generation, manipulate, wrought, complex, obvious* • words from technical texts like *calibrate*, *itemize*, *periphery, verify, construct, illustrate, fluctuate, function, feasible, innovation, technical, relative* • words from literary texts; *misfortune*, *dignified*, *faltered*, *unabashedly, declarative, plot, style* Tier 2 words are especially important to comprehension and should be emphasized. Estimates indicate that there are about 7,000 words for tier 2 or 700 per year. Divided by content that is about 60 per year for each of the four core with additions from arts, career/tech, PE . Criteria for good Tier 2 words includes: important to understanding the text, high use across contents, instructional potential by connecting similar words and concepts around it, add precision to conceptual understanding. Tier 2 words are seldom supported in text. A good guide for selecting Tier II words can be found at http://www.ride.ri.gov/Portals/0/Uploads/Documents/Common-Core/Instructional-Guide-for-Academic-Vocabulary-blank.pdf or go to http://vocablog-plc.blogspot.com/ for a great set of criteria from Frey and Fisher.			

PROCEDURES for MAXIMUM LEARNING

Materials List	• How many Stars in the Sky? by Lenny Hort • Large index cards for vocabulary • Photographs • Chart paper – for compare/contrast graphic organizer and map • Learning Log(notebook) sentence starters
Procedure: (3) **q Daily Goal** **q Hook** **Instruction** **q Scaffolding for Success** **q Assessment Range (2)** *Note on Scaffolding*: the purpose of scaffolding for success is to provide all students with multiple opportunities to engage with text of appropriate complexity for the grade level; including appropriate scaffolding directly experience the complexity of the text. It provides extensions and/or more advanced text for students who read well above grade level text band. It gradually removes supports, requiring students to demonstrate their independent capacities. It integrates appropriate supports for reading, writing, speaking and listening for students who are ELL, have disabilities, or read well below the grade level text band.	**Day 1** **Essential Question/Daily Learning Goal**: There are different types of communities within the same region. These communities have similarities and differences. How are communities similar and different? How does the environment impact where people live and work? **Hook and hold interest:** If you could count how many stars are in the sky where in the world do you think it would be the easiest? **Instructional Strategies/tools for teaching, coaching, and inquiry:** Introduce rural/urban by doing a think aloud with the book How Many Stars in the Sky? **Before Reading:** Preview and predict by asking students to look and the cover and read the title. *Think Aloud….After reading the tile, it sounds like our character is trying to answer our same question. If you could count how many stars are in the sky where in the world do you think it would be the easiest? I wonder what the boy does to find the answer to his question.* **During reading** – As reading aloud How Many Stars in the Sky? , the teacher should draw students' attention to the change in the environment as the boy travels from the urban area to the rural community. Think alouds and any discussion should be on what the character is seeing, hearing, smelling, and feelings (inferencing). **Picture and Text Clues to focus on:** Boy's backyard- houses that are very close to each other, smaller backyards Further into town: lots of street lamps, many different stores and neon signs, bright city skyline, tall buildings, -The young boy states this isn't a good place to count the stars when they are in town, I

	wonder why it isn't? -Dad mentions they will go somewhere where it will be even easier to count the stars. I wonder where that will be? City-tunnel, many lanes, stores, lots of street lamps, neon signs, headlights from the "steady stream of cars", searchlights beaming from the roofs of the skyscrapers -They only see what they at first think is one star, and it turns out to be an airplane? Why do you think they can't see any? Country – no buildings, can see the moon in the distance, many trees, grassy areas, barn, (farmyard), no other cars, no other lights **After reading - Scaffolding for Success/Interventions:** -think, pair, share, Where does the boy start his adventure? How long does his adventure take? Where does the boy find it easier to count the stars from…why?. -Connect text to selves -- share experiences about driving from one community to the other and what is similar/different, What do you see that similar or different from the boy?(What can and cannot be seen?) • **Assessment for Learning (Formative):** Let's pretend to be little birds that followed our boy and his father on their journey. From a bird's eye view we are going to draw a map that shows our character's journey. o *Depending on the experience students have had drawing from this map perspective this can be done as a whole group, cooperatively, or individually. Assessment at this time will be informal observation of student conversation and contribution. -Students should be able to respond and contribute details from the text that sequence the story and distinguish one community from the other. – Let's see if this was a map that shows the boy's journey, what symbol could I draw on our map to show where the boy is? (Think, Pair, Share) -What symbols could I use to continue to show this boys journey?
Procedure: (3) **q Daily Goal** **q Hook** **Instruction** **q Scaffolding for Success** **q Assessment Range (2)** *Note on Assessment Range*: Formative assessment is assessment for learning and summative assessment is assessment of learning. A good unit uses both. An assessment is formative or summative based upon the teacher use of that tool. *Note on Strategies*: Two good sources on promising strategies can be found at http://educateiowa.gov/index.php?option=com_content&view=article&id=2102&%E2%80%8BItemid=2698 and http://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml A good source for writing templates for grades 4-12 can be found at http://www.literacydesigncollaborative.org/wp-content/uploads/2012/02/LDCTemplateTasks.pdf *Note 2*: A good source for web 2.0 ideas is at http://edorigami.wikispaces.com/Traditional+and+Digital+Practicehttp://edorigami.wikispaces.com/Traditional+and+Digital+Practice *Note 3*: A good structure for students learning to listen and speak in group work is the accountable talk research at the University of Pittsburgh. Go to http://ifl.lrdc.pitt.edu/ifl/index.php/resources/ask_the_educator/lauren_resnick	**Day 2 Maybe 3** **Essential Question/Daily Learning Goal:** What type of community do I live in? **Hook and hold interest:** Yesterday we took a journey from one community to the other as the little boy tried to count how many stars there were in the sky. We used words to describe these areas, today we are going learn two words that help people understand the two areas. **Instructional Strategies/tools for teaching, coaching, and inquiry:** -Introduce urban and rural – (Should have word cards and photographs displayed) The word urban is used to describe communities that are larger or more crowded, they have many buildings and businesses. The word rural is used to describe communities that have towns/cities that have fewer people and are surrounded by farmland. -Practice urban/rural words with Word Association activity-see above in vocabulary section -Let's look at our drawings from yesterday, think, pair, share, and write the word Urban/Rural (students should supply this word) above the location in our drawing that seems to match the definition. -Let's look at some photographs that can help us learn more about how communities are similar and different. Using the think, pair, share process instruct the students to compare and contrast the photographs using the following process. 1. Observe –Can you list the things in the landscape? Record responses on a compare/contrast graphic organizer? Any similarities/differences? 2. Speculate-What type of community is this? How do you know? How do you think the people in this community live, work and play? Record responses on a compare/contrast graphic organizer 3. Analyze-collect additional information about rural and urban communities using the following video - Communities: Rural vs. Urban located at http://www.teachertube.com/viewVideo.php?video_id=271393 4. Evaluate – After viewing this, now how do you think the people in this community live, work and play? -Connect back to urban/rural images, add any additional similarities and differences of these two areas to the compare/contrast graphic organizer. 5. Looking at what we learned today, let's use our learning logs to write about what we now know about our community type. (Graphic organizer will be available for students to refer to if needed) **Assessment for Learning (Formative):** Learning Log

	–I live in a/an _____community. I know this because.... I know I do not live in a/an _____ community because….
Differentiation (3)	Additional Vocabulary Activity(see vocabulary activity copy handout) for students that showing difficulty or would benefit from additional practice identifying community types.

Reflecting After Teaching Lesson/Units or Even at End of the Year

Reflection is key to self-efficacy for professionals. At the end of a lesson you ask, What would you change in the lesson now that you have taught the lesson? What went well? Think about strategies, resources, activities.

After a unit of instruction and at the end of the year the Iowa Teaching Standards ask us to reflect on the some key questions that get at the intent of the teaching standards. Those questions are organized around three key concepts:
*•**U**sing standards-based school improving processes,*
*•**S**haring with peers, and*
*•**E**ffect on students.*

Use (U)

Standard 2: What resources do you use to integrate and align your instruction with content standards, students' developmental needs, backgrounds, and interests?
Standard 3: How do you differentiate curriculum and instruction to meet students' developmental needs, backgrounds, and interests as you plan to develop and/or sequence instruction and support student learning?
Standard 4: What research-based practices do you use to address the full range of student cognitive levels and their social-emotional/physical needs
Standard 5: In what ways are you using your classroom assessment evidence: 1) to adjust your lesson/unit planning and instruction, 2) to guide lessons in the assessment of their own learning?
Standard 6: How do you establish high expectations for learning and build a positive classroom environment? How do you build and maintain student ownership for their learning and appropriate classroom behavior?

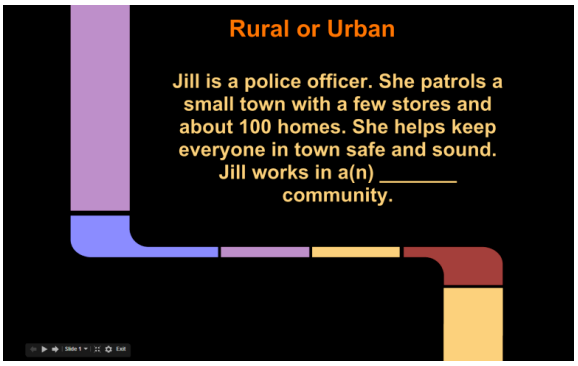
Sharing (S)

Standard 7: How has your learning contributed to your personal growth and to the collective growth of your colleagues and school district? (How do you know?) What is your evidence?
Standard 8: In what ways do you collaborate and communicate with students, families, colleagues, and the community to enhance student learning and the teaching profession?

Effect (E)

Standard 1: What does your data/evidence tell you about student achievement on district standards

RESOURCES

Rubrics (2)	Learning Log Rubric is at end of lesson
Handouts	Rural or Urban Idea Completion Vocabulary Activity  https://docs.google.com/presentation/d/1EfC9ViM7_7cS-bUZ2Zk-r3F1whQAFs4D7P9MjdoVbCc/edit?usp=sharing

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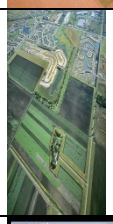
Primary		Rural Manson, Iowa Photograph	http://www.procooperative.com/index.cfm?show=10&mid=4&pid=9
	 	Google Satellite Maps of Manson, Fort Dodge, and Des Moines	https://maps.google.com/maps?hl=en&authuser=0

		Rural Iowa	http://www.zipweb.net/tripoli/ragbrai/img/tripoli_aerial_sml.jpg
		Rural	http://www.airphotona.com/stockimg/images/04116.jpg
		Urban Des Moines	https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSs4ZIzredLHQYZM4KK9L068qhNWevmD1RNhy5uSMjjumYHc8NF
		Urban	http://whyfiles.org/wp-content/uploads/2011/06/h1chicago.jpg
		Urban	http://farm4.static.flickr.com/3585/3610370789_3b8de0bf0f.jpg

Learning Log Rubric

Category	3	2	1
Community Type Identification	Correctly identifies community type, uses both terms rural and urban in learning log	Correctly identifies community type using the term rural	Incorrectly identifies community type. Rural and urban are not used
Evidence	Correct examples included	Examples may be incomplete or partially inaccurate	No examples present or inaccurate examples
Conventions	Spells all word wall words correctly	Some word wall words are spelled	Writing contains little or no word wall words spelled correctly

Rubric for Evaluating Self on the Iowa Teaching Standards 2 and 3
Source: Mt. Pleasant CSD

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.				
CRITERIA	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**
Understands and uses underlying themes, relationships, and different perspectives related to the content area.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	The teacher makes content errors or does not correct content errors students make.
Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.	Teacher displays knowledge of student development to make learning experiences meaningful for every student.	Teacher displays knowledge of student development to make learning experiences meaningful but are not accessible for every student.	Teacher displays some knowledge of student development to make learning experiences meaningful but are not accessible for every student.	Teacher displays little uses of knowledge of student development in making learning experiences meaningful and accessible for every student.
Relates ideas and information within and across content areas.	Teacher actively builds on knowledge and understanding of prerequisite relationships when describing instruction or seeking causes for student understanding.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts important for student learning of the content.	Teacher indicates some awareness of prerequisite learning although such knowledge may be incomplete or inaccurate for student learning of the content.	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.
Understands and uses instructional strategies that are appropriate to the content area.	Teacher displays continuing search for best practices and anticipates student misconceptions.	Instructional practices reflect current research on best strategies within the discipline but without anticipating student misconceptions.	The teacher displays basic understanding of instructional strategies but does not anticipate student misconceptions.	The teacher displays little understanding of current instructional strategies appropriate for student learning.
Standard 3: Demonstrates competence in planning and preparing for instruction.				
Uses student achievement data, local standards, and the district curriculum in planning for instruction.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process. Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of them. Students are aware of how they are meeting the standards and criteria.	All of the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than others. Assessment criteria and standards are clear and have been communicated to students. Teacher uses assessment results to plan for individual and groups of students.	Some of the instructional goals are assessed though the proposed approach, but many are not. Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students. Teacher uses assessment results to plan for the class as a whole.	Content and methods of assessment lack congruence with instructional goals. The proposed approach contains no clear criteria or standards. The assessment results affect planning for these students only minimally.
Sets and communicates high expectations for social, behavioral, and academic success of all students.	Standards of conduct are clear to all students and appear to have been developed with student participation. The classroom environment, established with student input, conveys high expectations for all students to learn.	Standards of conduct are clear to all students. The classroom environment conveys high expectations for all students to learn.	Standards of conduct appear to have been established for most situations, and most students seem to understand them. The classroom environment conveys an inconsistent expectation for all	No standards of conduct appear to have established, or students are confused as to what the standards are. The classroom environment conveys only modest expectations for all students to learn.

			students to learn.	
Uses student's developmental needs, backgrounds, and interests in planning for instruction.	Teacher displays knowledge of typical developmental characteristics of age groups, exceptions to general patterns, and the extent to which each student follows patterns.	Teacher displays thorough understanding of the developmental characteristics of age groups as well as expectations to general patterns.	Teacher displays generally accurate knowledge of the developmental characteristics of age groups.	Teacher displays minimal knowledge of developmental characteristics of age groups.
Selects strategies to engage all students in learning.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Most activities and assignments are inappropriate for students in terms of their age or backgrounds. Almost all students are cognitively engaged in them.	Some activities and assignments are appropriate for students and engage them mentally, but others to not.	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
Uses available resources, including technologies, in the development and sequencing of instruction.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own learning.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or student's level of mental engagement is moderate.	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.