

**High-Need Framework for Teaching Components from the Early Learning Framework for Teaching Validation Study**  
**Recommendations for Early Learning Teaching Practice**

<b>High-Need Framework for Teaching Component w/Indicators</b> <b>Source: 2013 Danielson Framework for Teaching Indicators</b>	<b>“Look &amp; Listen” High-Leverage Teaching Practices aligned to Component</b> <b>Source: Illinois Early Childhood Coaches and Specialists</b>
<b>1c. Setting Instructional Outcomes:</b> <ul style="list-style-type: none"> <li>• Outcomes of a challenging cognitive level</li> <li>• Statements of student learning, not student activity</li> <li>• Outcomes central to the discipline and related to those in other disciplines</li> <li>• Outcomes permitting assessment of student attainment</li> <li>• Outcomes differentiated for students of varied ability</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing with the curriculum/standards (IELDS/ILS)</li> <li>• Explanation of context of the scope of learning (what they learned before and what they need to learn next)</li> <li>• Statements of prior knowledge</li> <li>• Explanation of students’ developmental abilities</li> <li>• Explanation of differentiated learning expectations</li> </ul>
<b>1d. Demonstrating Knowledge of Resources:</b> <ul style="list-style-type: none"> <li>• Materials provide by the district</li> <li>• Materials provided by professional organizations</li> <li>• A range of texts</li> <li>• Internet resources</li> <li>• Community resources</li> <li>• Ongoing participation by the teacher in professional education courses or professional groups</li> <li>• Guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation of how resources will extend the learning (enhance the lesson) and support outcome attainment by building on concepts and build on prior knowledge</li> <li>• Explanation of how resources align to the intended outcomes</li> <li>• Use of technology, how it will enhance hands-on learning</li> <li>• Use of “resources” in and out of the building such as music/art teacher, parents, guest speakers from the community and how they connect to and enhance the lesson and support outcomes</li> <li>• Explanation of the range of texts and materials to differentiate among the range of developmental abilities and student interests</li> <li>• Explanation of the range of modalities (e.g., tactile, visual, audible) resources and why they were chosen to advance learning and differentiate for student abilities and interests</li> <li>• From these explanations, the observer should see the intentionality of the resource selection to support learning and achieve intended outcomes</li> </ul>
<b>1f. Designing Student Assessments:</b>	<ul style="list-style-type: none"> <li>• Systematic plan for collecting and managing assessment information</li> </ul>

<ul style="list-style-type: none"> <li>• Lesson plans indicating correspondence between assessments and instructional outcomes</li> <li>• Assessment types suitable to the style of outcome</li> <li>• Variety of performance opportunities for students</li> <li>• Modified assessments available for individual students as needed</li> <li>• Expectations clearly written with descriptors for each level of performance</li> <li>• Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Before, during, and after: what is the plan for assessing student learning that is related to the learning objectives</li> <li>• What is the timeslot for assessment: at what point in the lesson will the teacher plan to assess</li> <li>• Multiple methods of assessment and documentation (anecdotal notes, photos, videos, audio recording, checklists, samples of student work, student's indicating understanding through thumbs-up, thumbs-down, share-outs, exit slips)</li> <li>• A plan for focused observations</li> <li>• A plan for collecting data or notes that are dated, objective, and factual</li> <li>• A plan for using the data to shape interactions and plan for modifying present learning experiences, and planning for future ones</li> <li>• Assessments are embedded in the instruction and ongoing</li> <li>• Plans for collecting observations from families</li> </ul>
<p><b>2a. Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• Respectful talk, active listening, and turn-taking</li> <li>• Acknowledge of students' backgrounds and lives outside the classroom</li> <li>• Body language indicative of warmth and caring shown by teacher and students</li> <li>• Physical proximity</li> <li>• Politeness and encouragement</li> <li>• Fairness</li> </ul>	<ul style="list-style-type: none"> <li>• Physical proximity: teacher moves closer to students based on observed need</li> <li>• Teacher gets on the same level as student (e.g., eye-level, sits next to on floor, mirrors student positioning)</li> <li>• Active listening: responds to students' questions and interests, give-and-take conversation, paraphrases students questions and responses, pulls out student thinking by asking them to "tell me more"</li> <li>• Positive affect among teacher and students</li> <li>• Classroom is a positive community (e.g., teacher helps students make and maintain friendships, no yelling, put-downs or name-calling)</li> <li>• Fairness: teachers' attentions and responses to students are equitably distributed and positive with no positive or negative interactions or biases evident in regards to students' gender, race/ethnicity, cultural identification, sexual orientation, economic status, or abilities</li> </ul>

	<ul style="list-style-type: none"> <li>Teacher asks about students' lives outside the classroom and brings their responses into the learning experience and classroom community</li> </ul>
<b>2b. Establishing a Culture for Learning:</b> <ul style="list-style-type: none"> <li>Belief in the value of what is being learned</li> <li>High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation</li> <li>Expectation of high-quality work on the part of students</li> <li>Expectation and recognition of effort and persistence on the part of students</li> <li>High expectations for expression and work products</li> </ul>	<ul style="list-style-type: none"> <li>Teacher relays a confidence in the students' abilities to carry out the work and encourages their work</li> <li>Students are cognitively busy</li> <li>Teacher observing student work and verbally acknowledging it by pointing out the work that student is accomplishing</li> <li>Student work should be displayed in the classroom</li> <li>Students should be eager to share their learning with teacher and classroom visitors</li> <li>Students work together in peer-to-peer collaborations</li> <li>Teachers and students take pride in the work</li> <li>Teachers and students convey an excitement for the learning and participate in the learning</li> <li>The classroom is noisy and productive; "Productive busy-ness," high energy classroom</li> <li>Students are mirroring the teacher and each other, and engaging in hands-on participation</li> </ul>
<b>3d. Using Assessment in Instruction:</b> <ul style="list-style-type: none"> <li>The teacher paying close attention to evidence of student understanding</li> <li>The teacher posing specifically created questions to elicit evidence of student understanding</li> <li>The teacher circulating to monitor student learning and to offer feedback</li> <li>Students assessing their own work against established criteria</li> </ul>	<ul style="list-style-type: none"> <li>Collecting, analyzing, and using data within the formal assessment and data management system (discussed in 1f)</li> <li>Teacher conducting focused observations, writing observation notes that are dated, objective and factual</li> <li>Ongoing, authentic assessments</li> <li>Teachers encourage families to provide observation data on student learning and changes in the home environment or child's health/development that could impact student learning</li> <li>Teacher collecting data by sampling student work over time</li> <li>Data collected is related to the learning objectives</li> <li>Observer is watching for "pivots" where the assessment data is used for modifications to the lesson/learning experiences/teacher-student interactions</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher provides detailed feedback when eliciting for student understanding</li> <li>• Teacher uses targeted questions that are aligned to the learning objectives and embedded in the instruction</li> <li>• Activities are designed to elicit evidence of understanding</li> <li>• Teacher models self-assessment through verbalization of the learning as a foundation for students learning how to self-assess</li> </ul>
<p><b><i>3e. Demonstrating Flexibility and Responsiveness:</i></b></p> <ul style="list-style-type: none"> <li>• Incorporation of students' interests and daily events into a lesson</li> <li>• The teacher adjusting instruction in response to evidence of student understanding (or lack of it)</li> <li>• The teacher seizing on a teachable moment</li> </ul>	<ul style="list-style-type: none"> <li>• Tie in unique/unplanned student responses and interests into the learning experience to extend the learning and relate them to the outcome of the activity</li> <li>• Teacher makes visible adjustments ("pivots") to the lesson/learning activity in response to a child's lack of understanding finding alternative ways of teaching/learning</li> <li>• Teacher works alongside the student to model, scaffold, support—provide additional help to the student</li> </ul>