

INSTRUCTION STRUCTURING THE LEARNING ENVIRONMENT

E4: How does the candidate structure the learning environment to engage students in learning how to understand, interpret, or respond to a complex text?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • There is little evidence that the candidate is taking steps to create a safe environment for sharing ideas or making connections with prior learning or experiences, and a number of students seen in the video clip(s) appear reluctant to do so. • Some students are clearly off-task and the candidate does not attempt to elicit their participation. OR • Student behavior or candidate’s disrespect for one or more students severely limits students’ engagement in learning. 	<ul style="list-style-type: none"> • The candidate is taking steps to create a safe environment for sharing ideas or making connections with prior learning or experiences to deepen their abilities to understand, interpret, or respond to the complex features of a text. A number of students seen in the video clip(s) are doing so. • Candidate applies strategies to engage students in understanding, interpreting, or responding to the complex features of a text. If students are off-task, the candidate notices and attempts to elicit their participation. 	<ul style="list-style-type: none"> • The candidate is taking steps to create a safe environment for sharing ideas or making connections with prior learning and/or experiences. The candidate treats errors as learning experiences to deepen students’ abilities to understand, interpret, or respond to the complex features of a text. A number of students are seen in the clip(s) sharing their ideas or making connections with prior learning or experiences. • Candidate applies strategies to engage students more deeply in understanding, interpreting, or responding to the complex features of a text, with a particular emphasis on students who usually struggle or who are not engaging at a high level. Candidate takes steps to identify students that are not engaged and attempts to engage them. 	<ul style="list-style-type: none"> • The candidate is taking steps to create a safe environment for sharing ideas or making connections with prior learning and/or experiences. The candidate and students treat errors as learning experiences and/or experiences as opportunities to deepen their abilities to understand, interpret, or respond to complex features of a text. A number of students are seen in the clip(s) sharing their ideas or making connections with prior learning or experiences. • Candidate scaffolds the learning task to encourage and support students who don’t normally engage at high levels to understand, interpret, or respond to a complex text. Candidate notices students who are not engaged and attempt to engage them and deepen their understanding.

INSTRUCTION		DEEPENING STUDENT LEARNING DURING INSTRUCTION	
E5: How are students deepening their understanding of how to understand, interpret, or respond to a complex text?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Ss have limited opportunities to express their own understandings, interpretations, ore responses to the text and engage in discourse about a complex text. • Few connections are observed being made between and among understandings, interpretations, and responses to the text. OR • Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings. 	<ul style="list-style-type: none"> • Students are engaged in discourse around understanding, interpreting or responding to complex features of a text. Candidate listens to what they are saying and/or watches what they are doing, and responds to errors. • Candidate makes connections between and among understandings, interpretations, and responses to the text. 	<ul style="list-style-type: none"> • Candidate and/or other students builds on what students are saying and/or doing, using textual references to improve their abilities to understand, interpret, or respond to a complex text. • Candidate prompts students to make connections between and among understandings, interpretations, and responses to the text. 	<ul style="list-style-type: none"> • Candidate’s and/or other students’ interactions help develop or reinforce students’ abilities to monitor their understanding, interpretations, or responses to a complex text and to evaluate their own ideas. • Students themselves are making connections between understandings, interpretations, and responses to the text.