

## Standard I Element A

### LEVEL 4 AND LEVEL 5 PRACTICES

The impact of successful implementation of the professional practices referenced in Element A will be students who demonstrate new skills based on standards and can provide a purposeful connection to the standard in their own words.

#### STUDENTS:

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- 7 **Demonstrate acquired skills based on standards.**  
“Competency-based learning refers to systems of instruction, [assessment](#), grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.”

“Competency-based learning is a system of education, often referred to as proficiency or mastery-based, in which students advance and move ahead on their lessons based on demonstration of mastery.”  
<http://www.ncsl.org/research/education/competency.aspx>

- [Students engage with the learning goal or outcomes through peer interaction, making connections etc.](#)

- 8 **Can provide a relevant connection to the standard in their words.**  
When asked, a student can apply the material learned and make a connection to a particular standard. They can paraphrase the learning goal or intended outcomes and articulate what they are learning and why. (APS, June 2018)

Students can demonstrate their new learning through formative/summative assessments. (APS, June 2018)

“Assessments based on situations relevant to students’ own experiences can motivate them to give their best performances.”  
[https://www.ets.org/Media/Tests/TOEFL\\_Institutional\\_Testing\\_Program/ELLM2002.pdf](https://www.ets.org/Media/Tests/TOEFL_Institutional_Testing_Program/ELLM2002.pdf)

“Learning critical thinking leads students to develop other skills, such as a higher level of concentration, deeper analytical abilities, and improved thought processing.”  
<http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>

### *Classroom Examples*

**Elementary mathematics:** Students are working on Colorado Academic Standard 1: Number Sense, Properties, and Operations, Grade Level Expectation 2—Different models and representations can be used to compare fractional parts. (*Plans lessons that reflect: Colorado Academic Standards*)

Prior to implementing the lesson, the 4th-grade teacher collaborates with 3<sup>rd</sup>-grade teachers to learn what misconceptions related to this skill students have based on last year’s assessment results, so she can plan to address them in her instruction. (*Plans lessons that reflect: Formative and summative assessment results.*) The teacher then references the district’s curriculum to plan for a coherent series of lessons aligned to build off of 3<sup>rd</sup>-grade standards. (*Implements lessons that: Align to the district’s plan of instruction and Reflect vertical and horizontal alignment of the grade or subject area.*)

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The instructional objective for the lesson is: Students will be able to solve addition problems for fractions with like denominators and determine if the sum is greater than one. *(Plans lessons that reflect: Relevant instructional objectives.)* The teacher begins by reviewing the meanings of numerator, denominator, and greater than one. The teacher uses manipulatives (e.g., fraction strips) from the district curriculum kits to model two addition problems and shares her thinking for how she decides if the sum is a fraction greater than one. Working in partners, students solve three addition problems and explain in writing if the sum is a fraction greater than one. *(Implements lessons that: Align to the district's plan of instruction. Students demonstrate new skills based on standards.)*

**Middle school science:** Students are working on Colorado Academic Standard 1: Physical Science, Grade Level Expectation 1—The fact that matter is composed of atoms and molecules can be used to explain the properties of substances, diversity of materials, states of matter and phase changes. *(Plans lessons that reflect: Colorado Academic Standards.)*

The instructional objective for this middle school lesson is: Students will calculate the direction and magnitude of forces that act on an object and explain the results in the object's change of motion. The teacher states the objective and begins with a review of the process and steps students will follow for conducting experiments. *(Plans lessons that reflect: Relevant instructional objectives. Implements and communicates learning objectives and student outcomes based on standards.)* Working in groups of four, students conduct experiments on how objects of different weights impact the motion of a toy car. *(Students demonstrate new skills based on standards.)*

**High school reading, writing, and communicating:** Students are working on Colorado Academic Standard 2: Reading for All Purposes, Grade Level Expectation 1 – Complex literary texts require critical reading approaches to effectively interpret and evaluate meaning. *(Plans lessons that reflect: Colorado Academic Standards)*

The learning objective is: Students will analyze characters in a literary text in order to explain their conflicting motivations. *(Plans lessons that reflect: Relevant instructional objectives.)* Students are reading the book *Crime and Punishment*, which is on the district's approved list of high school texts. *(Implements lessons that: Align to the district's plan of instruction.)* The teacher begins this 11<sup>th</sup>-grade lesson with a review of the character Raskolnikov and provides quotes from previously read chapters that demonstrate his conflicting motivations. The teacher uses the same citation format they learned in both 9<sup>th</sup> and 10<sup>th</sup> grade. *(Implements lessons that: Reflect vertical and horizontal alignment of the grade or subject area.)* Students then work in groups of four to brainstorm other characters in the novel that exhibit conflicting motivations similar to those that Raskolnikov exhibited. Each group selects a character to analyze based on quotes from the text. Students are told to use their analysis to explain how the character advanced the plot of the novel. As they work, the teacher circulates and asks students to evaluate their progress as a group and individually. Students are able to identify what is working well and what they still need to accomplish to complete their analysis. *(Students demonstrate new skills based on standards.)*

**High school history:** Students are working on Colorado Academic Standard 1: History, Grade Level Expectation 2—Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time. *(Plans lessons that reflect: Colorado Academic Standards.)*

Students are studying critical ideas, actions, and decisions that have led the United States to war/conflict (e.g., World War I, World War II, Vietnam, Korea). *(Plans lessons that reflect: Relevant instructional objectives.)* The teacher provides direct instruction through the use of a PowerPoint presentation with illustrations of the time period and models how to complete a graphic organizer on the causes and effects of each war. Students are provided a variety of primary and secondary sources to use for completing the organizer, including differentiated texts based on students' reading levels. *(Plans lessons that reflect: Formative and summative assessment results.)* Students choose to complete the organizer with a partner or to work independently, based on their learning preference. Based on results from a pre-assessment, students with prior knowledge of America's wars are

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provided extension activities that enhance their understanding for how the various causes of each war connect to the desire of people today to have a voice in their government. *(Plans lessons that reflect: Formative and summative assessment results.)* Before students are dismissed, the teacher brings the class together to review the learning objective and provide opportunities for students to share the information they recorded on their graphic organizers as well as the connections to current times. *(Implements and communicates learning objectives and student outcomes based on standards.)*

### *Planning/Coaching Questions*

- How will you identify which standards to teach (e.g., complexity, highly-tested, most challenging for students to master, district plan for instruction) in this lesson or unit?
- How will you create learning objectives appropriate for students and aligned to the unit of study and standards?
- How will the learning objective be communicated to students?
- How did you differentiate for this lesson?
- What collaborative opportunities have you had with school staff to ensure planning and instruction supports the needs of all students and align with the approved curriculum?
- How were formative assessments used to plan instruction?

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