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Compass Component and Rating Summary:

COMPASS TEACHER EFFECTIVENESS COMPONENTS	RATINGS
Setting Instructional Outcomes (1c)	Highly Effective
Managing Classroom Procedures (2c)	Highly Effective
Questioning and Using Discussion Techniques (3b)	Highly Effective
Engaging Students in Learning (3c)	Highly Effective
Using Assessment in Instruction (3d)	Highly Effective
Overall Rating	Highly Effective

Standards

Reading Standards for Literature

Key ideas and details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Reading Standards for Informational Texts

Key ideas and details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure

1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning.
2. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Compass Component 2c: Managing Classroom Procedures

Indicators	Evidence
<p>Effective- Proficient</p> <ul style="list-style-type: none"> The students will be able to identify the evidence within the essay and determine how it is organized. The students are productively engaged during small group work. The students will be able to infer Edward Said's central claim. The students will be able to synthesize Edward Said's central claim with the fiction we have studied this semester. Transitions between large and small group activities are smooth Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. 	<p>14:49-17:23</p> <ul style="list-style-type: none"> When a student refers to a line in the text, the entire class flips to the evidence without being prompted. They are engaged in the discussion, and transition easily between activities; here, they move from a discussion on the positive aspects of exile to new vocabulary that may have positive connotation.

Compass Component 1c: Setting Instructional Outcomes

Indicators	Evidence
<p>Highly Effective</p> <p><i>In addition to the above,</i></p> <ul style="list-style-type: none"> Students take initiative with their classmates to ensure that their time is used productively. Students themselves ensure that transitions and other routines are accomplished smoothly. Students take initiative in distributing and collecting materials efficiently. Outcomes are suitable to groups of students in the class, differentiated where necessary. 	<p>14:49-17:23</p> <ul style="list-style-type: none"> A sports reporter's perspective of the agreement is used to compare the positive and negative aspects of exile by extending the teacher's prompt, and students discuss the meaning of the word "steep" in understanding of the text at hand. They begin with a whole group discussion about the positive and negative connotations of their new vocabulary, using pictorial cues, and then connect this analysis to the texts they are studying.

<p>Highly Effective</p> <p><i>In addition to the above,</i></p> <ul style="list-style-type: none"> Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. Teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks. 	<ul style="list-style-type: none"> Students work in small groups where they specifically use academic vocabulary and direct text citations to support their synthesis of the texts, using a graphic organizer. Students are asked to analyze a second image, and to compare and contrast both images using new vocabulary.
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Compass Component 3b: Questioning and Using Discussion Techniques

Indicators	Evidence
<p>Effective: Proficient</p> <ul style="list-style-type: none"> • Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. • The teacher makes effective use of wait time. • The teacher builds on student responses to questions effectively. • Discussions enable students to talk to one another, without ongoing mediation by the teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. 	<ul style="list-style-type: none"> • Teacher employs questions and tasks, both oral and written that are text specific and reflect the standards. • Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses. • The teacher directs and asks follow-up questions to help students dive deeper into the details of each visual text.
<p>Highly Effective <i>In addition to the above,</i></p> <ul style="list-style-type: none"> • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion. 	<ul style="list-style-type: none"> • Students even reference other texts that they have examined in addition to the images they are analyzing; they are accustomed to persisting through challenging discussions and analysis, and building on each other's ideas.

Compass Component 3c: Engaging Students in Learning

Indicators	Evidence
<p>Effective: Proficient</p> <ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. 	<p>1:20-4:23</p> <ul style="list-style-type: none"> • The lesson begins with a text-based discussion; here, with one about a photograph and the academic vocabulary that can be applied to it. • The teacher uses this image to teach the nuances of the new words, as well as provide direct instruction about positive and negative connotations within context. • The teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle. • The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently. • The teacher asks students for evidence from the text of the negative and positive effects of exile. Students refer directly to the text using specific quotes, and then provide analysis of the quotes to explain why they describe the negative aspects of exile
<p>Highly Effective <i>In addition to the above,</i></p> <ul style="list-style-type: none"> • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. 	<ul style="list-style-type: none"> • All students engage in the work of the lesson. • The teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle. • Students persevere in solving questions and tasks in the face of initial difficulty. • The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently. • When appropriate, students demonstrate progress toward independence in reading and writing. • . Students are engaged in locating evidence and participating in the discussion, and are comfortable with evidence-based analysis.

Compass Component 3d: Using Assessment in Instruction

Indicators	Evidence
<p>Effective Proficient</p> <ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high quality work. • The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance for at least groups of students. • The teacher attempts to engage students in self- or peer-assessment. • When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. 	<p>1:20-4:23</p> <ul style="list-style-type: none"> • When a student provides an incorrect answer, the teacher normalizes the error and uses it as a teaching moment. Students build upon each other's answers and provide additional evidence to support inferences.
<p>Highly Effective <i>In addition to the above,</i></p> <ul style="list-style-type: none"> • There is evidence that students have helped establish the evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class. • Teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is specific and timely, and is provided from many sources, including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • The teacher’s adjustments to the lesson are designed to assist individual students. 	<p>13:20-13:58</p> <ul style="list-style-type: none"> • Students return to their vocabulary, applying new words to the negative aspect of exile. • One student points out that the word "rift" can have both a positive and negative when connected to exile, and explains why, demonstrating deep understanding of the word's nuance. <p>27:37- 29:04</p> <ul style="list-style-type: none"> • Students are in groups examining the positive and negative aspects of exile as it applies to the text their group are assigned. • The teacher helps a struggling group get started by aiding students in identifying their own examples and leaving them to find the text to support their initial thoughts.

