**Alternative Teacher Licensure Program (ATLP)**

**Coach/Teacher Journal Prompts**

**TEACHER QUALITY STANDARD I**

**Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).**

**Element A**

*Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.*

* How will I prioritize 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 I create learning objectives appropriate for my students aligned to the unit of study and standards?
* How will I plan for and implement review of previously learned concepts or skills in my lessons?
* How will I ensure the instruction and student activities align to the learning objective(s) and criteria for student mastery?
* How will I decide what is appropriate to differentiate for this lesson?
* How will I plan to accommodate students’ individual interests and needs?
* How do I collaborate with school staff to ensure my planning and instruction support the needs of all students and align with the approved curriculum?
* How will I create opportunities for students to reflect on their strengths and next steps regarding their learning?

**Element B**

*Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.*

* How will I integrate literacy into the content I teach?
* How will I select complex texts for instructional use and for students to read?
* How will I adjust content to ensure all students have access to complex texts?
* How will I provide content that is relevant and addresses students’ needs so that all students have access to complex texts?
* How will I provide instruction that enhances students’ critical thinking and reasoning?
* How will I provide instruction on information literacy?
* How will I develop students’ literacy skills?

**Element B**

*This section describes professional practices that should be demonstrated by ELEMENTARY TEACHERS responsible for teaching language arts and/or reading and SECONDARY TEACHERS responsible for teaching English, language arts and/or reading*.

* How will I emphasize literacy connections to other subject areas?
* How will I provide opportunities for students to apply literacy skills?
* How will I integrate literacy skills into lessons?
* Which literacy skill(s) will need to be integrated into the lesson for students to master the learning objective?
* How will I engage students in instruction that is purposeful, explicit, and systematic?
* How will I provide instruction that is needs-based?
* How will I identify the needs that need to be addressed in my instruction?
* How will I provide instruction that is intensive and of sufficient duration to accelerate learning?

**Element C**

*Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.*

* How will I encourage students to make explicit math connections across content?
* How will I emphasize the need for students to learn math content and skills?
* What instructional strategies will I use to support students in applying mathematical knowledge to the content I am teaching?
* How will I require students to apply mathematical knowledge to the content I am teaching?
* How will I emphasize interdisciplinary connections to math?
* How will I model mathematical thinking for my students?

**Element C**

*This section describes professional practices that should be demonstrated by Teachers responsible for teaching math.*

* How will I ensure that math instruction focuses beyond recall of facts and rote procedures or steps?
* How will I model appropriate mathematical communication?
* What math vocabulary will be necessary for students to learn in order to communicate their thinking?
* Which mathematical practices will be incorporated into the lesson?
* How will I model application of the mathematical practices?
* How will I present concepts in a sequence that is appropriate to the students’ age and grade?
* How will I help students understand mathematics as a discipline?
* How will I ensure my teaching balances conceptual understanding and procedural fluency?
* How will students be challenged to think deeply about the problems?
* How will students be required to explain their solutions?
* What questions will I ask to stimulate students’ curiosity?
* How will I incorporate real-world examples connected to the learning objective?

**Element D**

*Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.*

* How will I break down concepts into instructional parts that support student learning of the content?
* How will I select accurate and appropriate instructional strategies and materials to utilize for each lesson?
* How will I ensure the instructional strategies utilized address student needs?
* How will I plan explanations of content that are accurate, clear, concise, and comprehensive?
* How will I decide what is the most important information to explain so students can master the content?
* How will I engage students in a variety of explanations and representations of concepts and ideas?
* How will I engage students in inquiry methods that allow them to explore new ideas and theories?

**Element E**

*Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.*

* How will I identify the key concepts that need to be emphasized in a lesson?
* How will I ensure the key concepts are emphasized in a lesson?
* How will I make connections between key concepts and powerful ideas within the content?
* What connections will I make between the content being taught and other content areas?
* How will I clarify and elaborate on interdisciplinary connections?
* What literacy instructional strategies will students need in order to master the content being taught?
* What numeracy instructional strategies will students need in order to master the content being taught?
* How will I model use of the instructional strategies for students?
* How will I support students with language development related to the content being taught?

**Element F**

*Teachers make instruction and content relevant to students and take actions to connect students’ background and contextual knowledge with new information being taught.*

* How will I select instructional materials and strategies that provide relevance, central contexts, and are foundational evidence-based?
* How will I link lessons to students’ prior knowledge?
* How will I encourage students to make connections to prior learning?
* How will I help students to link learning to experiences and their culture?
* What supports will I provide to facilitate engagement?
* How will I provide opportunities for students to self-select tasks that accelerate their learning?

**TEACHER QUALITY STANDARD II**

**Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students**.

**Element A**

*Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.*

* How will I ensure my classroom environment is conducive to learning?
* How will I display respect and empathy for all students?
* How will I support students in developing positive relationships with their peers?
* How will I create an environment in which students’ diverse perspectives are valued?
* How will I establish nurturing and caring relationships with my students?
* How will I model and teach students to respect one another?
* How will I model and teach elements of respectful dialogue?
* How will I provide opportunities for students to engage in respectful dialogue with one another?

**Element B**

*Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.*

* How will I obtain information on my students’ cultures, backgrounds, and family structures?
* What instructional approaches and materials can I use that reflect my students’ backgrounds and enhance student learning?
* How will I ensure each student’s contributions to the lesson are valued?
* How will I create an environment that is welcoming to diverse family structures?
* How will I develop a sense of community within the classroom?
* How will I provide opportunities for students to engage in effective interactions with their peers and develop positive social relationships?
* How will I model a respect for individual differences and ensure students do the same?
* How will I support students in establishing common goals?

**Element C**

*Teachers engage students as individuals with unique interests and strengths.*

* How will I obtain information on my students’ interests?
* How will I utilize students’ interests when planning lessons and materials students will utilize?
* How will I encourage students to expand their learning?
* How will I ensure students are acknowledged for their accomplishments?
* How will I ensure the questions I ask are challenging for all students?
* How will I plan for the scaffolding of questions?
* How will I ensure all students are provided appropriate wait time?
* How will I ensure all students participate in class activities?

**Element D**

*Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.*

* How will I adapt the learning environment to address individual student needs?
* How will I obtain information on my students’ needs?
* How will I design instruction that addresses the learning needs of all students?
* How will I monitor the quality of student participation and performance?
* How will I plan instruction and tasks that motivate students to participate?
* How will I use the knowledge of specialists and colleagues to plan instruction that addresses student needs?
* How will I challenge all students to learn to their greatest ability?

**Element E**

*Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.*

* How will I create a classroom environment that is inviting to students’ families and significant adults?
* How will I ensure the relationships I have with students, families, and significant adults are respectful?
* What methods will I use to communicate with families and significant adults?
* How will I ensure the feedback provided to families and significant adults is clear and accurate?
* How will I coordinate the flow of information between my students’ families and significant adults and other colleagues who provide student services?
* How will I ensure families and significant adults are aware of services available to students and their families?

**Element F**

T*eachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.*

* How will I communicate and teach expectations for student behavior?
* How will I hold students accountable for adherence to school and class rules?
* How will I respond to misbehavior respectfully and appropriately?
* How will I support students in monitoring their own behavior?
* What procedures will need to be established to ensure instructional time is maximized?
* How can I collaborate with students on the development of behavior expectations and procedures?
* How will students demonstrate that they understand behavior expectations and procedures in my classroom?
* How will I maintain an environment that is safe and orderly?
* How will I ensure resources are organized and accessible to all students?
* How can I support students in being safe and organized?

**TEACHER QUALITY STANDARD III**

**Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.**

**Element A**

*Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.*

* How will I identify students’ interests, learning styles and strategies, and academic readiness in order to differentiate?
* How will I plan for a variety of instructional methods during a lesson?
* How will I differentiate the content for students while ensuring students have access to grade-level material?
* How will I continually monitor student readiness?
* How will I use my knowledge of students to develop appropriate grouping arrangements?
* How will I provide opportunities for students to make choices about the resources and materials they will use?
* How will I support students in identifying how they learn best?
* How will I determine if my differentiation is effective?

**Element B**

*Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students’ level of content knowledge and skills.*

* How will I ensure my assessments (formative and summative) are aligned with academic standards and student outcomes?
* How will I determine criteria for mastery of standards and student outcomes?
* How will I communicate the criteria for mastery to students?
* How will I utilize the results from assessments to make instructional decisions?
* At what points in the lesson will I need to check for student understanding?
* How will I increase mastery levels for students who master outcomes for the lesson? How will I know when students are ready for this?
* What will I need to do to establish a learning environment in which students feel confident to take academic risks?
* How can I model risk taking for my students?
* How will I plan opportunities to confer with students on their progress towards mastery of learning objectives?
* What supports will students need in order to identify their strengths and next steps?

**Element C**

*Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.*

* How will I determine the developmental and academic needs of each student?
* What resources will I utilize to identify research-based practices?
* How will I decide which research-based practices to implement in my instruction?
* How will I decide on the instructional approaches to use in order to individualize instruction for each student?

**Element D**

*Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.*

* What technology is available for teacher and student use?
* How can the use of technology enhance student learning and engagement?
* How will I ensure all students have equitable access to technology?
* How will I monitor students’ use of technology?
* How will I support students who may need assistance in using the technology available?
* How can I develop projects that require students to utilize technology in creative and innovative ways that will accelerate their learning?

**Element E**

*Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.*

* How will I establish and communicate high expectations for all students?
* How will I hold students accountable for their learning?
* How will I ensure the learning expectations challenge all students?
* How will I teach higher-order thinking and problem-solving skills to students?
* How will I provide opportunities for students to apply higher-order thinking and problem-solving skills?

**Element F**

*Teachers provide students with opportunities to work in teams and develop leadership qualities.*

* How will all students be included in individual and group activities?
* How will I decide on the instructional grouping of students during a lesson?
* How will I communicate to students their individual and group responsibilities?
* How will I hold individual students and groups accountable?
* How will I assess the learning of groups and individuals?

**Element G**

*Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.*

* How will I ensure that I am communicating effectively with all students?
* How will I communicate the learning objective to students?
* How will I plan for strategies that model and teach effective communication skills?
* What opportunities will I provide for students to communicate orally and/or in writing with others?
* What will be the academic language I will include in my model and instruction?
* How will I ensure students are able to utilize the academic language associated with the content and skill being taught?

**Element H**

*Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction. What methods will I use to provide actionable feedback to families, significant adults, and other professionals?*

* How will I involve students in monitoring their learning?
* What criteria will I use in developing or selecting assessments for my lesson?
* What types of assessments will I use to monitor student learning?
* At what points in the lesson will I check for student understanding?
* How will I vary the methods I use to check for student understanding?
* How will I modify the checks for understanding in order to accommodate the needs and interests of individual students?
* How will I ensure that students receive actionable feedback that is timely and specific?
* How will I teach/model for students how to use feedback?