

## Appendix A

### Leader's Tool 1

#### Shift 1: Hallmarks of Advanced Literacy: *Instruction*

**Hallmark 1: Work with engaging texts that feature big ideas and rich content.**

Indicators in Instruction	✓
<p>Instructor communicates the purpose for reading the text in light of the unit's goals.</p>	
<p>Instructor connects the texts within the unit so that students understand the role that each text plays in building up their understanding of the unit topic.</p>	
<p>Instructor creates space for students to share alternative interpretations of the text, and encourages and values students' funds of knowledge and interpretations in light of their own experiences and perspectives.</p>	
<p>Instructor requires that students use text-based evidence to support any claims made about the text.</p>	
<p>Instructor creates opportunities for students to answer text-dependent questions through appropriately paced instruction that builds basic comprehension first, then moves to supporting readers in making inferences.</p>	

"Engaging Texts"

## Hallmark 2: Talk/discuss to build language and knowledge.

Indicators in Instruction	✓
<p>Instructor communicates the importance of using target words when speaking.</p> <p>Instructor acknowledges the challenges associated with learning new language and conveys an attitude that values experimenting with language by praising students' attempts at using target language when speaking (i.e., an expectation that students will <i>not</i> likely use words correctly or precisely at first).</p> <p>Instructor builds in talk routines if these are not already an integral part of the curriculum.</p> <p>Students are aware of talk routines—and demonstrate a level of comfort with them.</p> <p>Student discussion is part of each lesson (e.g., short peer-to-peer interaction, debates, interviews).</p> <p>Students are encouraged to use peers as language resources when speaking (e.g., to build off others' comments, to use words first introduced by other students).</p> <p>Students are asked to use previously taught words, language structures, and strategies for academic language learning when speaking.</p> <p>Instructor creates opportunities for students to answer text-dependent questions through appropriately paced instruction that builds basic comprehension first, then moves to supporting readers in making inferences.</p>	

"Rich Discussion"

### Hallmark 3: Writing to build language and knowledge.

Indicators in Instruction	✓
<p>Instructor communicates the importance of using target words when writing.</p> <p>Instructor acknowledges the challenges associated with learning new language and conveys an attitude that values experimenting with language by praising students' attempts at using target language when writing (i.e., an expectation that students will not likely use words correctly or precisely at first).</p> <p>Instructor builds in writing routines/supports if these are not already an integral part of the curriculum.</p> <p>Instructor makes students aware of the classroom's writing routines, and students demonstrate comfort with these routines.</p> <p>Instructor uses writing as a method for consolidating thinking before and after reading (e.g., summarize or responding by sharing his or her opinion).</p> <p>Instructor encourages students to use peers and texts as language resources when writing (e.g., to use language structures and words found in mentor texts or to adopt language that peers have used successfully in their own writing or speech).</p> <p>Instructor asks students to make use of previously taught words, language structures, and strategies for academic language learning when writing.</p>	

### Hallmark 4: Study a small set of high-utility vocabulary words to build breadth and depth of knowledge.

Indicators in Instruction	✓
<p>Instructor builds in intentional interactions with target words and features if these are not already an integral part of the curriculum.</p> <p>Instructor uses the target words when speaking and writing with the class and encourages students to do the same.</p> <p>Writing is used as a method for practicing using the target words (e.g., before and after reading, end-of-unit projects, extended essays, structured summaries).</p>	

"Extended Writing & Use of Vocabulary Words"



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## Inter-visitation Feedback Form

Date:	Period:	<b>Instructional Leadership Focus (ILF)</b> > STRENGTHENING CORE INSTRUCTION <i>Hallmarks</i> 1. <b>Engaging Texts</b> (In Math: critical thinking problems written from multiple perspectives that feature real world connections and applications, visuals) 2. <b>Rich Student Discussion</b> 3. <b>Frequent Writing</b> 4. <b>Use of High-Utility Vocabulary Words</b>  <b>Danielson Connection: Domain 3</b> <ul style="list-style-type: none"> <li>• 3b-Using Questioning &amp; Discussion Techniques (Hallmark 2 &amp; 4)</li> <li>• 3c-Engaging Students in Learning (Hallmark 1 &amp; 2)</li> <li>• 3d- Using Assessment in Instruction (Hallmark 3 &amp; 4)</li> </ul>
Visiting Teacher:		
Host Teacher:		
Subject/Course:		
<b>Evidence of Instructional Focus: Strengthening Core Instruction</b> (Provide specific examples from the lesson)		
<b>Engaging Texts</b> (In Math: critical thinking problems written from multiple perspectives that feature real world connections and applications, visuals)		<b>Rich Student Discussion</b>
<b>Frequent Writing</b>		<b>Use of High-Utility Vocabulary Words</b>
<b>Best practice takeaways for visiting teacher</b>		
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		