1.1: Displays and communicates content knowledge and academic language

* Conveys excellent understanding of key concepts and themes in the discipline
* Constantly draws academic and disciplinary language from students
* Student dialogue is infused with academic and disciplinary language
* Students are able to articulate their learning in academic and disciplinary language
* ECE - Constantly provides opportunities for learners to expand vocabulary and develop early literacy skills \*Early literacy skills include phonological awareness, print concepts, letter recognition, engaging with books, and age-appropriate writing.

2.2: Sets and monitors student goals

* All students use the learning target and performance of understanding to readjust or set clear goals
* Strong emphasis on self-direction and ownership of learning
* Goals set by students are evident in materials or in the room (e.g., posted on wall).
* Student goals refer to understanding rather than just grades or scores
* Goals are both short-term and long-term (e.g., unit, quarter, semester)
* Students engage in self-reflection regarding goal attainment
* May instruct students on successful goal setting (e.g., goals are specific, challenging, reasonable, and further defined by sub-goals)

5.1: Motivates and affectively engages students

* Uses multiple motivation strategies\* with great success
* Adjusts and refines use of motivation strategies\* based on effectiveness
* Almost all students appear highly motivated almost all of the time
* Almost all students express positive emotions (e.g., interest, excitement, amusement, pride) for the learning activity almost all of the time
* Students may be engaged in self-directed learning
* ECE - Centers are fully engaging so that learners want to play; Lessons are developmentally appropriate, quick, and relevant; Teacher is enthusiastic

\* This indicator emphasizes intrinsic motivation more than external motivation. Research-based motivation strategies may include using interesting materials, providing attractive choice (autonomy), praise (and avoiding criticism), communicating enthusiasm for the content, setting and achieving goals, promoting self-efficacy, and communicating that success is due to effort (not ability).

4th Indicator: Teacher Choice