

Internal Review Training Manual: CBE
Demmert/Elenbaas
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Indigenous Culture-Based Education Rubrics Training Manual

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The school partners include the 'Aha Pūnana Leo (Nāwahīokalani'ōpu'u), Hilo, HI; the Lower Kuskokwim School District (LKSD), Bethel, AK; the Tséhootsooí Diné Bi'ólta' (Navajo Language School in between the Meadows), Window Rock, AZ; the Niigaane Bugonaygeshig School, Bena, MN; the Piegan Institute, Inc., Three Rivers, MT; and Tulalip Elementary School, Marysville School District, Tulalip Indian Reservation, WA. Institutional partners, in addition to Western Washington University and the Kamehameha Schools, include the Northwest Regional Educational Laboratory (NWREL), Portland, OR; the Center for Research on Education, Diversity, and Excellence (CREDE), University of California, Berkeley; the Educational Testing Service (ETS), Princeton, NJ; the National Indian School Board Association (NISBA), Polson, MT; Arizona State University, Tempe, AZ; the Office of the Superintendent of Public Instruction, Olympia, WA; and the Haskins Laboratories, New Haven, CT.

Individuals from the school consortium and from the organizational institutions have each made significant contributions to the culturally based education rubric and the training manual.¹ As the chair for this research partnership, I wish to thank each of the individuals who have contributed to the creation of this document and to the individual organizations they represent. I wish to give the 'Aha Punana Leo and the Nawahiokalani'opu'u special thanks for serving as the lead program partners in the development and testing of this CBE Rubric and training manual. Finally, I wish to thank the Woodring College of Education for supporting the organization of this partnership and for promoting the work that has been undertaken as part of this research and school improvement project.

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I. Introduction

This document is organized to provide training and basic information for use of the *Indigenous Culture-Based Education Rubric Protocol*, which was specifically developed to measure Culturally Based Education (CBE) program levels in the partner schools. Each of these schools focus on the use and teaching of an indigenous language in a culturally based education environment.

The instrument to be used for measuring the level of CBE in a school is referred to as an *Indigenous Culture-Based Education Continuum*. This continuum was formulated in response to the Northwest Regional Educational Laboratory (NWREL) report on the influences of culturally based education on academic performance by Demmert & Towner (2003). The NWREL report identifies six critical elements of culturally based education programs. Based on the partner programs, these elements were selected from a careful review of the following: (1) two sets of culturally based education standards, developed by Alaska and Hawaii respectively; (2) a review of the research literature by Demmert (2001); and (3) a formal review of each partner program by the Northwest Regional Educational Laboratory (NWREL, 2006). There is a direct relationship between the six critical elements and the final CBE Continuum (revised to consolidate similar elements, as well as expanded to include an assessment dimension).

- Recognition and use of Native American (American Indian, Alaska Native, Native Hawaiian) languages (either bilingually or as a first or second language).
- Pedagogy that stresses traditional cultural characteristics and adult-child interactions as the starting place for education (mores that are currently practiced in the community, and which may differ from community to community).
- Pedagogy in which teaching strategies are congruent with the traditional culture as well as with contemporary ways of knowing and learning (opportunities to observe, opportunities to practice, and opportunities to demonstrate skills).
- Curriculum that is based on traditional culture and recognizes the importance of Native spirituality while placing the education of young children in a contemporary context (e.g., use and understanding of the visual arts, legends, oral histories, and fundamental beliefs of the community).
- Strong Native community participation (including parents, elders, other community resources) in educating children and in the planning and operation of school activities.
- Knowledge and use of the social and political mores of the community.

This instrument enables the partners to measure the level of their culturally based education program; identify and set goals for advancing CBE levels; and finally, to begin to identify relationships between the level of CBE, student academic performance, and the general well-being of students.

A Project Review Committee¹ has been established to oversee the scoring and analysis of the information gathered from each program site. This Review Committee will also monitor the process for quality control and for addressing validity and reliability issues.

II. Review and Discussion of the Purposes of the CBE Rubric (Indigenous Culture-Based Education: Five Rubrics Continuum)

The intended purpose of the CBE Continuum is to determine the level of CBE as defined by the dimensions provided in the Continuum inventory.

The general hypothesis underlying the use of this measurement is that there is a direct relationship between the levels of culturally based education and motivation, socio-cultural development, and levels of academic performance among indigenous students (Demmert & Towner, 2003).

Question & Answer Session: This section is to be used by persons being trained for writing down questions or comments.

1. _____

2. _____

3. _____

4. _____

5. _____

¹ The Project Review Committee is chaired by William Demmert and includes representation from the NWREL, CREDE, and a representative appointed from one of the Program Partners.

III. Review and Discussion of each Dimension and the Different Levels Included in the Different Rubrics (see attachment 1)

- Culturally Based Indigenous Language Use
- Culturally Based Pedagogy
- Culturally Based Curriculum
- Culturally Based Patterns of Participation in Leadership and Decision-Making
- Culturally Based Methods of Assessing Student Performance

Question & Answer Session: This section is to be used by persons being trained for writing down questions or comments.

6. _____

7. _____

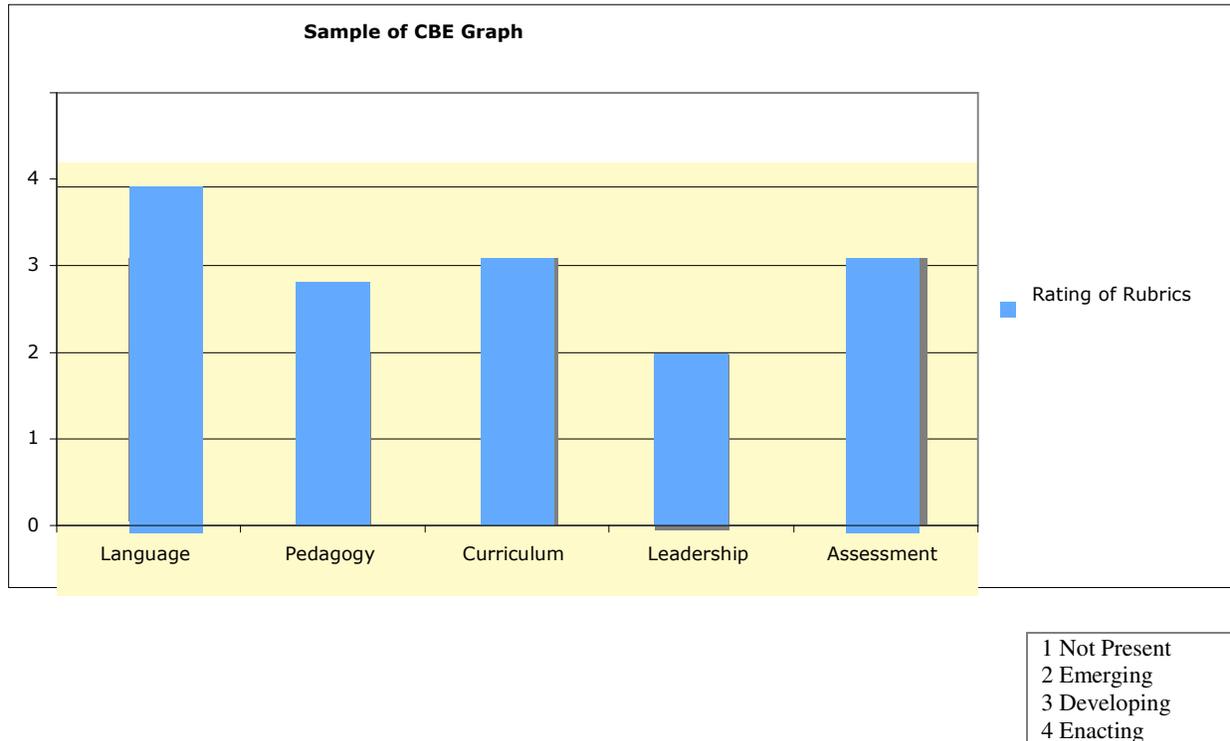
8. _____

9. _____

10. _____

IV. Review and Discussion of the Graph to be used in Displaying the Different Dimensions and Levels of Culturally Based Education in the Program Site

The following is a sample of a hypothetical set of scores.



V. Internal Rubric Rating Protocol (Rating and Scoring Strategies)

Each instructor in the school will rate her or himself on the dimensions proved under each rubric. Each rater will score the dimensions using a scale of 1–4 as presented in the following *Culturally Based Education Scoring Sheet and Graph*, using the different description for each Rubric level being rated. Once the scores are determined, all of the raters will meet and compare their individual scores for the different dimensions. If there is a difference in scores between the raters, the differences will be noted and discussed, and a decision will be made regarding which of the scores most accurately represents the dimension level for the school as a whole. The agreed upon score(s) will then be posted and represented on the bar graph.

The *Rating & Definition of Each Dimension* section has a place to score each dimension, a place to describe the local program dimension being scored, and a checklist of exemplars to help determine the score. Additions to the exemplar check list may be presented in the space provided for the description of the different program dimensions.

The intended purpose of the Indigenous Culture-Based Education: Five Rubrics Continuum is to determine the level of culturally based education as defined by the dimensions provided in the Continuum. Ratings for the culture-based education rubric are determined through a combination of the following: (a) individual assessment by each instructor of his or her teaching and classroom activities, (b) informal interviews with ancillary school and program personnel by a school appointed interviewer, and (c) examination of artifacts, such as vision and mission statements, curricula syllabi, synapses of a school improvement plan, and student work products by the appointed school interviewer.

Prior to initiating the review of the culturally based education program, the CBE survey trainer will present the purposes and process to be followed to the teachers, administrators, and ancillary school personnel. Where the participant numbers are small (5 – 20 persons) all participants will be trained as a group. Where the participant numbers are large (over 20) the groups will be divided by grade and review their scores through each group. A representative for each group will then work with the CBE survey trainer to determine the total institutional scores. If the group or groups are not able to reach a consensus on the scores then personnel may vote on the scores to be included for the internal assessment and in either case be recorded.

CBE Trainer Presentation to Program and School Personnel. Meet with the Principal of the school (or a designee), teachers, and other ancillary school personnel to discuss the process for conducting the individual assessment of the CBE rubrics. Discuss suggested internal review protocols, and establish protocols for posting and reporting information.

Administration, Teacher, and Ancillary School Personnel. Work independently to complete survey of CBE and interact with CBE trainer if questions surface that affect a persons' ability to arrive at a score or if something in the rubric or rating levels are unclear. Review agreed upon protocols for posting and reporting information where necessary.

Once each of the participants have completed the self-ratings the CBE trainer will work with the group, or groups, to discuss and finalize the reviewed and determine the institutional score. If there is a difference in scores, the group or groups will work on reaching a consensus on the score that most accurately represents the dimension level and will present the agreed upon scores for posting (using the bar graph model presented in the scoring attachment). The scoring instruments shall be adjusted and present a rationale for the adjusted score.

Question & Answer Session: This section is to be used by persons being trained for writing down questions or comments.

1. _____

2. _____

3. _____

4. _____

5. _____

VI. Culturally Based Education Scoring Sheet and Graph

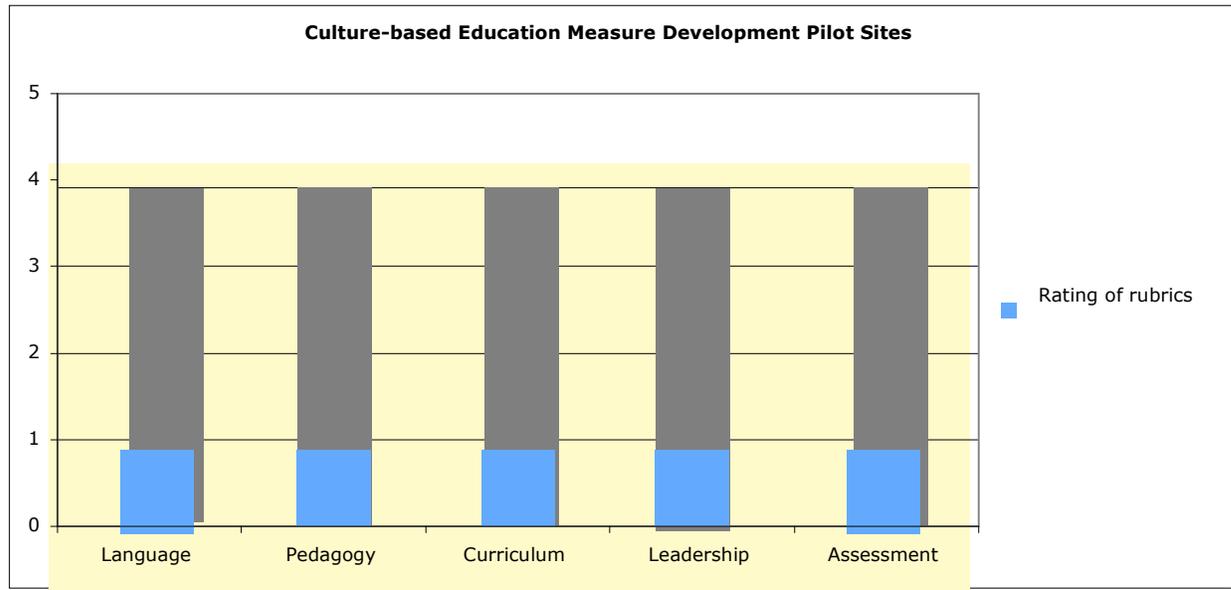
Rubric: *Description of Culturally Based Education*

A. Five Dimensions (*For each dimension, there are four different levels of implementation 4-1*):

1. Language
2. Pedagogy
3. Curriculum
4. Leadership
5. Assessment

Scoring Sheets for Rating of Each Dimension (see attachment II)

Rating Graph For: _____ **Date:** _____



- | |
|---------------|
| 1 Not Present |
| 2 Emerging |
| 3 Developing |
| 4 Enacting |

VII. CREDE Standards Performance Continuum for Professional Development (see attachment III & IV)

1. Joint Productive Activity: Teacher and Students Producing Together
2. Language & Literacy Development: Developing Language and Literacy Across the Curriculum
3. Contextualization: Making Meaning, Connecting School to Students' Lives
4. Challenging Activities: Teaching Complex Thinking
5. Instructional Conversation: Teaching Through Conversation
6. Modeling: Learning Through Observation
7. Student Directed Activity: Encourage Student Encourage Decision Making

TEACHING AND LEARNING CREDE'S STANDARDS FOR EFFECTIVE PEDAGOGY:

CBE Trainer Presentation to Program and School Personnel. Meet with the Principal of the school (or a designee), teachers, and other ancillary school personnel to discuss the process for conducting the individual assessment of the CREDE rubrics. Discuss suggested internal review protocols, and establish protocols for posting and reporting information.

Administration, Teacher, and Ancillary School Personnel. Work independently to complete survey of the CREDE Rubrics and interact with CBE trainer if questions surface that affect a persons' ability to arrive at a score or if something in the rubric or rating levels are unclear. Review agreed upon protocols for posting and reporting information where necessary.

Once each of the participants have completed the self-ratings the CBE trainer with work with the group, or groups, to discuss and finalize the reviewed and determine the institutional scores for each rubric. If there is a difference in scores, the group or groups will work on reaching a consensus on the score that most accurately represents the dimension level and will present the agreed upon scores for posting (using the bar graph model presented in the scoring attachment). The scoring instruments shall be adjusted and present a rationale for the adjusted score.

General CBE Rubric Questions: Describe important aspects of your program not represented in the four dimensions of this rubric.

1. Do the four levels for the Language dimension provide an adequate description of the development of your program, including where you hope to take the program in the future? Please describe important aspects of your program not represented by the Language dimension.

2. Do the four levels for the Pedagogy dimension provide an adequate description of the development of your program, including where you hope to take the program in the future? Please describe important aspects of your program not represented by the Pedagogy dimension.

3. Do the four levels for the Curriculum dimension provide an adequate description of the development of your program, including where you hope to take the program in the future? Please describe important aspects of your program not represented by the Curriculum dimension.

4. Do the four levels for the Leadership and Decision Making dimension provide an adequate description of the development of your program, including where you hope to take the program in the future? Please describe important aspects of your program not represented by the Leadership and Decision Making dimension.

5. Do the four levels for the Assessment dimension provide an adequate description of the development of your program, including where you hope to take the program in

VIII. Reference Materials Cited

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<http://www.ankn.uaf.edu/publications/culturalstandards.pdf>

Center for Research on Education, Diversity, and Excellence (CREDE). *Standards performance continuum for professional development (pd-spc): Teaching and learning CREDE's standards for effective pedagogy.*

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Indigenous Culture-Based Education: Five Rubrics and Exemplars

Culture-Based Education Continuum

	<i>Enacting (Indicators)</i>	<i>Developing (Indicators)</i>	<i>Emerging (Indicators)</i>	<i>Not Present</i>
<i>General Definitions of the Rubric Levels</i>	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned & coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Culturally Based Indigenous Language Use	The Indigenous Language is used as a primary language of instruction across the grades and the curriculum. The program integrates a multilingual approach to learning in ways that promote the distinctive spiritual, cultural, and social mores of the community. The language is used and reinforced in community social and cultural environments..	The Indigenous Language is used as an emerging language of instruction and includes a multilingual approach to learning in ways that support the distinctive spiritual, cultural, and social mores of the community. The community is beginning to recognize the relationships between language development and academic performance.	Plans are incidental or being developed for the introduction of an Indigenous Language for instruction or as a class in some grades. Indigenous Language may be used informally for communication in classrooms and/or may be used in school ceremonial (song, performance, storytelling) or other non-classroom settings, primarily by adults in the community.	English is used as the language of instruction in all grades with foreign languages taught as a subject. The Indigenous Language is not used at all in the classroom or school but may be used incidentally or as a Creole in a variety of settings.
EXEMPLARS of Culturally Based Indigenous Language Use	The Indigenous Language is used (a) as a primary language of instruction, (b) in all grades offered, (c) in multiple core content areas and for all regular school and community social activities. Classes are offered for other languages, which may also be used for alternative languages of instruction as part of a comprehensive educational program promoting traditional knowledge and contemporary spiritual, cultural, and social mores of the community in a modern and expanding context. This may include moral concepts and taboos.	Plans have been developed and students, teachers, and staff are beginning to communicate in the Native language for a portion of school and community social and cultural activities. Classroom activity includes an expanding use of vocabularies, introductory knowledge of sentence structure, and knowledge about meaning and origin of words.	There is incidental and some planned activity that reflects student, teacher, and staff communication interests in developing a program that includes the indigenous language as a language of instruction and/or as a class in the school.	English is the language of communication in the school with little or no student, teacher, or staff communication in the Indigenous language.

	<i>Enacting (Indicators)</i>	<i>Developing (Indicators)</i>	<i>Emerging (Indicators)</i>	<i>Not Present</i>
General Definitions of the Rubric Levels	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned & coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Culturally Based Pedagogy	Instruction and classroom management are compatible with Native teaching, knowledge, and learning in a contemporary setting in ways that promote the distinctive spiritual, cultural, and social mores of the community.	Well-planned and coordinated efforts are being undertaken to develop instructional strategies that are compatible with Native teaching and learning in a way that supports the distinctive spiritual, cultural, and social mores of the community.	Incidental use of instructional strategies generally considered compatible with Native teaching and learning (collaboration and demonstration) with initial planning taking place to better reflect the distinctive social organizations, linguistic patterns, cognitive styles, motivations, or values of the local community.	Instruction is predominantly whole-class, decontextualized, didactic, and focused primarily on individual work and accomplishments.
EXEMPLARS of Culturally Based Pedagogy	Use of traditional (elders) as well as contemporary mentors for actual demonstration, supervised practice, monitoring student behavior, testing for both individual and group mentee experiences, and practical field experiences as part of the teaching and learning experience. Instructors have a firm indigenous language base and promote both local and other multicultural knowledge and environments.	Limited use of traditional (elders) as well as contemporary mentors for actual demonstration, supervised practice, monitoring student behavior, testing for both individual and group mentee experiences, and practical field experiences as part of the teaching and learning experience. Bilingual and multilingual programs are in the process of being established for preparing students to work and live in a multicultural, national, or international setting.	Exploratory and very limited use of traditional elders and contemporary mentors used in the classroom or school setting. There is recognition for the need of trained bilingual and multilingual teachers.	Absence of traditional (elders) and other community mentors for demonstration of traditional skills, knowledge, and mores. Schools ignore the importance of learning in languages other than English and other social and cultural needs of Native and other minority students.

	<i>Enacting (Indicators)</i>	<i>Developing (Indicators)</i>	<i>Emerging (Indicators)</i>	<i>Not Present</i>
<i>General Definitions of the Rubric Levels</i>	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned & coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Culturally Based Curriculum	A culturally based curriculum has been integrated into all grade levels and subject areas. This curriculum addresses the relationship of academic content to both traditional and contemporary community knowledge and values, as well as the historical, social, political, and economic experiences of the community in a modern context. The curriculum has been expanded to provide students a rich multicultural, national, and international content base from which to grow and mature.	A culturally based education program, supportive of the local language and culture, is planned and in the process of being implemented across the grades. A national and international curriculum is planned and introduced. This curriculum addresses the relationship of academic content to both traditional and contemporary community knowledge, values, and the historical, social, political, and economic experience of the community.	A culturally based curriculum, for which academic content is related to community knowledge, is in the planning stage and may be used in some grade levels and subject areas and/or is in development. The community and professional staff may not yet be universally supportive of the changes being discussed.	The school curriculum does not reflect local Native culture, history, or language, and the school may present a perspective and context inconsistent with the views and priorities of the Native American community.
EXEMPLARS of Culturally Based Curriculum	Cultural mores ² appropriate to modern living; legends, oral histories, clan and social structures; and the fine arts (chants, traditional music, visual arts, dance et. al.) are all part of the current school and community culture. Contemporary legal, social, political, economic, and other local issues are studied and integrated into broader state and national curriculum requirements.	Planning and exploratory use and knowledge of cultural mores ¹ appropriate to modern living; legends, oral histories, values, clan and social structures; and the fine arts (chants, traditional music, visual arts, dance et. al.) are all emerging as part of the current school and community culture. Plans for introducing national and international events and perspectives are integrated into the culturally based and state curriculum requirements.	Incidental, limited, or partially planned activities are carried out regarding use of values and cultural mores ¹ that promote the distinctive spiritual, cultural, and social mores of the community.	Absence of cultural values, mores ¹ appropriate to modern living, legends, oral histories, clan and social structures, the fine arts (music, visual arts, dance et. al.) and other priorities that promote the distinctive spiritual, cultural, and social mores of the Native community.

² Use of legends and myths as a way of providing knowledge, moral concepts, cultural practices, and taboos.

	<i>Enacting (Indicators)</i>	<i>Developing (Indicators)</i>	<i>Emerging (Indicators)</i>	<i>Not Present</i>
<i>General Definitions of the Rubric Levels</i>	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned & coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Culturally Based Patterns of Participation in Leadership and Decision-Making	The local community served by the school is a partner in decision-making regarding school vision, philosophy, mission, goals, curriculum, and assessment of student progress and in the articulation of values for the program. The sociopolitical processes associated with decision-making reflect traditional and contemporary patterns of leadership as well as spiritual, cultural, and social mores of the community in a modern and expanding context.	Parents and others in the local community served by the school are engaged in limited but expanding planning and decision-making regarding school vision, goals, curriculum, assessment of student progress, and articulation of values for the program. Modern tribal or traditional systems for decision-making may be in evidence.	The local community served by the school is advisory in decision-making regarding school vision, goals, curriculum, assessment of student progress, and articulation of values for the program.	The local, state, and national governments have primacy in decision making regarding school goals, curriculum, pedagogy, and school administration with little or no regard for the priorities of the Native community.
EXEMPLARS of Culturally Based Patterns of Participation in Leadership and Decision-Making	Actual community, tribal, inter & intra school meetings where a practical application of consensus building through storytelling, discussion, and group decisions (e.g., tribal, clan, or traditional leadership roles) may occur. Traditional as well as modern practice may be in evidence.	Periodic community, tribal, and other meetings where a practical application of consensus building through storytelling, discussion, and group decisions (e.g., tribal, clan, or traditional leadership roles) may occur. Traditional systems are beginning to be articulated and explored.	Advisory community, tribal, and other input in meetings with school officials and little if any practical application of consensus building is practiced as part of decision making.	Little or no evidence of community, tribal, and other meetings where the priorities of Native communities are implemented or considered.

	<i>Enacting (Indicators)</i>	<i>Developing (Indicators)</i>	<i>Emerging (Indicators)</i>	<i>Not Present</i>
<i>General Definitions of the Rubric Levels</i>	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned & coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Culturally Based Methods of Assessing Student Performance	Assessment of student performance is carried out in the language of instruction, is based on the local curriculum, and is used to adjust pedagogy and curricular approaches for individual students and classroom practice. Schools and parents monitor progress of both students and teachers for decisions on curricular, management, and pedagogical changes.	Assessment of student performance is in the developmental stage, and there are plans to assess student progress in the language of instruction and local curriculum, as well as for adjusting pedagogy and curricular approaches for individual student and classroom practice. Testing and editing of instruments is taking place.	Discussion and/or planning is taking place for assessment of student progress in the language of instruction and the local curriculum, and for adjusting pedagogy and curricular approaches for individual student and classroom practice.	Testing and assessment of student academic progress is in the National or Official Language and is used exclusively in the schools for all students regardless of language community.
EXEMPLARS of Culturally Based Methods of Assessing Student Performance	Curriculum-based measurements in reading, mathematics, writing, and oral proficiency are being used in the classroom in the language of instruction and are carried out and used by the classroom instructor to monitor student progress. Program content and direction are also affected by the assessment program.	Curriculum-based measurements are in the process of being developed for reading, mathematics, writing, and oral proficiency for planned use of monitoring and analyzing student academic progress and program priorities.	School administrators and teachers are collecting information on different methods of assessing student performance and discussing the idea of using appropriate linguistic and culturally based assessment tools, but they have not yet tested or developed such materials.	Standardized tests in the National Language are used to monitor student progress, even where a heritage or indigenous language is used as the language of instruction.

Attachment II

Culture-Based Education: Culturally Based Indigenous Language Use Rating Rubric

	<i>Enacting (Indicators) 4 points</i>	<i>Developing (Indicators) 3 points</i>	<i>Emerging (Indicators) 2 points</i>	<i>Not Present 1 point</i>
General Definitions of the Rubric Levels	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned & coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Culturally Based Indigenous Language Use Rubric	<p>The Indigenous Language is used as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a primary language of instruction across the grades and curriculum. The program includes a multilingual approach to learning in ways that promote the distinctive spiritual, cultural, and social mores of the community. <input type="checkbox"/> The language is reinforced in community social and cultural environments. 	<ul style="list-style-type: none"> <input type="checkbox"/> The Indigenous Language is used as an emerging language of instruction and includes a multilingual approach to learning in ways that support the distinctive spiritual, cultural, and social mores of the community. <input type="checkbox"/> The community is beginning to recognize the relationships between language development and academic performance. 	<p>Plans are being developed for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the introduction of an Indigenous Language for instruction or as a class in some grades. <input type="checkbox"/> Indigenous Language may be used informally for communication in classrooms and/or may be used in school ceremonial (song, performance, storytelling) or other non-classroom settings, primarily by adults in the community. 	<ul style="list-style-type: none"> <input type="checkbox"/> English is used as the language of instruction. <input type="checkbox"/> The Indigenous Language is not used at all in the classroom or school but may be used incidentally or as a Creole in a variety of settings.
EXEMPLARS of Culturally Based Indigenous Language Use	<p>The Indigenous Language is used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (a) as a primary language of instruction <input type="checkbox"/> (b) in all grades offered <input type="checkbox"/> (c) in multiple core content areas and for all regular school and community social activities. <input type="checkbox"/> Classes are offered for other languages, which may also be used as alternative languages of instruction as part of a comprehensive educational program promoting traditional knowledge and contemporary spiritual, cultural, and social mores of the community in a modern and expanding context. <input type="checkbox"/> This may include moral concepts and taboos. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans have been developed and students, teachers, and staff are beginning to communicate in the Native language for a portion of school and community social and cultural activities. <input type="checkbox"/> Classroom activity includes an expanding use of vocabularies, introductory knowledge of sentence structure, and knowledge about meaning and origin of words. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is incidental and some planned activity that reflects student, teacher, and staff communication interests in developing a program that includes the indigenous language as a language of instruction and/or as a class in the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> English is the language of communication in the school, with little or no student, teacher, or staff communication in the Indigenous language.
Score: <input style="width: 30px; height: 20px;" type="text"/>	Evidence of Language Score:			

Culture-Based Education: Culturally Based Indigenous Pedagogy Use Rating Rubric

<i>General Definitions of the Rubric Levels</i>	<i>Enacting (Indicators) 4 points</i>	<i>Developing (Indicators) 3 points</i>	<i>Emerging (Indicators) 2 points</i>	<i>Not Present 1 point</i>
Culturally Based Pedagogy Rubric	<p>Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.</p> <p><input type="checkbox"/> Instructional strategies, teaching activities, classroom management strategies, and physical environments are organized in ways that reinforce the distinctive spiritual, cultural, and social mores of the community.</p>	<p>Reflects a planned & coordinated effort toward integration of local community goals and values, which may be partially implemented.</p> <p><input type="checkbox"/> Plans are being developed and carried out to organize instructional strategies, teaching activities, classroom management strategies, and physical environments in ways that support the distinctive spiritual, cultural, and social mores of the community.</p>	<p>Reflects incidental or partially planned efforts toward integration of local community goals and values.</p> <p><input type="checkbox"/> Plans are being developed and carried out to organize instructional strategies, teaching activities, classroom management strategies, and physical environments in ways that support the distinctive spiritual, cultural, and social mores of the community.</p>	<p>Reflects contemporary social and cultural mores of U.S. schools.</p> <p><input type="checkbox"/> Instruction is predominantly whole-class, decontextualized, didactic, and focused primarily on individual work and accomplishments.</p>
EXEMPLARS of Culturally Based Pedagogy	<p>Use of traditional (elders) as well as contemporary mentors for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> actual demonstration, supervised practice, <input type="checkbox"/> monitoring student behavior, <input type="checkbox"/> testing, for both individual and group mentee experiences, <input type="checkbox"/> practical field experiences as part of the teaching and learning experience. <input type="checkbox"/> Instructors have a firm indigenous language base and promote both local and other multicultural knowledge and environments. 	<p>Limited use of traditional (elders) as well as contemporary mentors for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> actual demonstration, supervised practice, <input type="checkbox"/> monitoring student behavior, <input type="checkbox"/> testing, for both individual and group mentee experiences, <input type="checkbox"/> practical field experiences as part of the teaching and learning experience. <input type="checkbox"/> Bilingual and multilingual programs are in the process of being established for preparing students to work and live in a multicultural, national, or international setting. 	<p><input type="checkbox"/> Exploratory and very limited use of traditional elders and contemporary mentors used in the classroom or school setting.</p> <p><input type="checkbox"/> There is recognition for the need of trained bilingual and multilingual teachers.</p>	<p>Absence of traditional (elders) and other community mentors for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstration of traditional skills, knowledge, and mores. <input type="checkbox"/> Schools ignore the importance of learning in languages other than English and other social and cultural needs of Native and other minority students.
<p>Score: <input style="width: 30px; height: 20px;" type="text"/></p>	<p>Evidence of Pedagogy Score:</p> <hr/> <hr/> <hr/> <hr/> <hr/>			

Culture-Based Education: Culturally Based Indigenous Curriculum Use Rating Rubric

	<i>Enacting (Indicators) 4 points</i>	<i>Developing (Indicators) 3 points</i>	<i>Emerging (Indicators) 2 points</i>	<i>Not Present 1 point</i>
General Definitions of the Rubric Levels	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned & coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Culturally Based Curriculum Rubric	<input type="checkbox"/> A culturally based curriculum has been integrated into all grade levels and subject areas. <input type="checkbox"/> This curriculum addresses the relationship of academic content to both traditional and contemporary community knowledge and values, as well as the historical, social, political, and economic experiences of the community in a modern context. <input type="checkbox"/> The curriculum has been expanded to provide students a rich multicultural, national, and international content base from which to grow and mature.	<input type="checkbox"/> A culturally based education program, supportive of the local language and culture, is planned and in the process of being implemented across the grades. A national and international curriculum has been planned and introduced. <input type="checkbox"/> This curriculum addresses the relationship of academic content to both traditional and contemporary community knowledge and values, as well as the historical, social, political, and economic experience of the community.	<input type="checkbox"/> A culturally based curriculum, for which academic content is related to community knowledge, is in a preliminary planning stage for different grade levels and subject areas. <input type="checkbox"/> The community and professional staff may not yet be universally supportive of the changes being discussed.	<input type="checkbox"/> The school curriculum does not reflect local Native culture, history, values, or language, nor does it reflect Native American priorities or promote the distinctive spiritual, cultural, and social mores of the community.
EXEMPLARS of Culturally Based Curriculum	Cultural mores ³ appropriate to modern living, <ul style="list-style-type: none"> <input type="checkbox"/> legends, <input type="checkbox"/> oral histories, <input type="checkbox"/> clan and social structures, <input type="checkbox"/> the fine arts (chants, traditional music, visual arts, dance et. al.) <input type="checkbox"/> are all part of the current school and community culture. <input type="checkbox"/> Contemporary legal, social, political, economic, and other local issues are studied and integrated into broader state and national curriculum requirements. 	Planning and exploratory use and knowledge of cultural mores ¹ appropriate to modern living, <ul style="list-style-type: none"> <input type="checkbox"/> legends, <input type="checkbox"/> oral histories, <input type="checkbox"/> clan and social structures and values, <input type="checkbox"/> the fine arts (chants, traditional music, visual arts, dance et. al.) <input type="checkbox"/> are all emerging as part of the current school and community culture. <input type="checkbox"/> Plans for introducing national and international events and perspectives are integrated into the culturally based and state curriculum requirements. 	<input type="checkbox"/> Incidental, limited, or partially planned activities are carried out regarding use of values and cultural mores ¹ that promote the distinctive spiritual, cultural, and social mores of the community.	Absence of: <ul style="list-style-type: none"> <input type="checkbox"/> cultural values, <input type="checkbox"/> mores¹ appropriate to modern living, <input type="checkbox"/> legends <input type="checkbox"/> oral histories, <input type="checkbox"/> clan and social structures, <input type="checkbox"/> the fine arts (music, visual arts, dance et. al.), <input type="checkbox"/> and other priorities that promote the distinctive spiritual, cultural, and social mores of the Native community.
Score:	Evidence of Curriculum Score: _____ _____ _____ _____			

³ Use of legends and myths as a way of providing knowledge, moral concepts, cultural practices, and taboos.

Culture-Based Education: Culturally Based Indigenous Participation in Leadership and Decision-Making Rating Rubric

	<i>Enacting (Indicators) 4 points</i>	<i>Developing (Indicators) 3 points</i>	<i>Emerging (Indicators) 2 points</i>	<i>Not Present 1 point</i>
<i>General Definitions of the Rubric Levels</i>	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned & coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Culturally Based Patterns of Participation in Leadership and Decision-Making Rubric	<p>The local community served by the school is a partner in decision-making regarding school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> vision, <input type="checkbox"/> philosophy, <input type="checkbox"/> mission, <input type="checkbox"/> goals, <input type="checkbox"/> curriculum, <input type="checkbox"/> assessment of student progress, <input type="checkbox"/> articulation of values for the program. <p>The sociopolitical processes associated with decision-making reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> traditional and contemporary patterns of leadership <input type="checkbox"/> as well as spiritual, cultural, and social mores of the community in a modern and expanding context. 	<p>Parents and others in the local community served by the school are becoming engaged in planning and implementing decision-making regarding school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> vision, <input type="checkbox"/> goals, <input type="checkbox"/> curriculum, <input type="checkbox"/> assessment of student progress, <input type="checkbox"/> articulation of values for the program. <input type="checkbox"/> Modern tribal or traditional systems for decision-making may be in evidence. 	<p>The local community served by the school is advisory in decision-making regarding school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> vision, <input type="checkbox"/> goals, <input type="checkbox"/> curriculum, <input type="checkbox"/> assessment of student progress, <input type="checkbox"/> articulation of values for the program. 	<p>The local, state, and national governments have primacy in decision making regarding school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> goals, <input type="checkbox"/> curriculum, <input type="checkbox"/> pedagogy, <input type="checkbox"/> school administration with little or no regard for Native community priorities.
EXEMPLARS of Culturally Based Patterns of Participation in Leadership and Decision-Making	<input type="checkbox"/> Actual community, tribal, inter & intra school meetings where a practical application of consensus building through storytelling, discussion, and group decisions (e.g., tribal, clan, or traditional leadership roles) may occur. Traditional as well as modern practice may be in evidence.	<input type="checkbox"/> Periodic community, tribal, and other meetings where a practical application of consensus building through storytelling, discussion, and group decisions (e.g., tribal, clan, or traditional leadership roles) may occur. Traditional systems are beginning to be articulated and explored.	<input type="checkbox"/> Advisory community, tribal, and other input in meetings with school officials and little if any practical application of consensus building is practiced as a part of decision making.	<input type="checkbox"/> Little or no evidence of community, tribal, and other meetings where the priorities of Native communities are implemented or considered.
Score: <input style="width: 30px; height: 20px;" type="text"/>	Evidence of Patterns of Participation in Leadership and Decision-Making Score:			

Culture-Based Education: Culturally Based Indigenous Methods of Assessing Student Performance Rating Rubric

	<i>Enacting (Indicators) 4 points</i>	<i>Developing (Indicators) 3 points</i>	<i>Emerging (Indicators) 2 points</i>	<i>Not Present 1 point</i>
General Definitions of the Rubric Levels	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned & coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Culturally Based Methods of Assessing Student Performance Rubric	Assessment of student performance is carried out: <ul style="list-style-type: none"> <input type="checkbox"/> in the language of instruction, <input type="checkbox"/> is based on the local curriculum, <input type="checkbox"/> is used to adjust pedagogy and curricular approaches for individual students and classroom practice. Schools and parents monitor progress of both students and teachers for decisions on: <ul style="list-style-type: none"> <input type="checkbox"/> curricular, <input type="checkbox"/> management, <input type="checkbox"/> pedagogical changes. 	Assessment of student performance is in the developmental stage and there are plans: <ul style="list-style-type: none"> <input type="checkbox"/> to assess student progress in the language of instruction and the local curriculum, <input type="checkbox"/> for adjusting pedagogy and curricular approaches for individual student and classroom practice. <input type="checkbox"/> Testing and editing of instruments is taking place. 	Discussion and/or planning is taking place: <ul style="list-style-type: none"> <input type="checkbox"/> for assessment of student progress in the language of instruction and the local curriculum, <input type="checkbox"/> for adjusting pedagogy and curricular approaches for individual student and classroom practice. 	<input type="checkbox"/> Testing and assessment of student academic progress in the National or Official Language is used exclusively in the schools for all students.
EXEMPLARS of Culturally Based Methods of Assessing Student Performance	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum-based measurements in reading, mathematics, writing, and oral proficiency are being used in the classroom in the language of instruction and are carried out and used by the classroom instructor to monitor student progress. <input type="checkbox"/> Program content and direction are also affected by the assessment program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum-based measurements are in the process of being developed for reading, mathematics, writing, and oral proficiency for planned use of monitoring and analyzing student academic progress and program priorities. 	<ul style="list-style-type: none"> <input type="checkbox"/> School administrators and teachers are collecting information on different methods of assessing student performance and discussing the idea of using appropriate linguistic and culturally based assessment tools, but they have not yet tested or developed such materials. 	<ul style="list-style-type: none"> <input type="checkbox"/> Standardized tests in the National Language are used to monitor student progress, even where a heritage or indigenous language is used as the language of instruction.
Score: <input style="width: 30px; height: 20px;" type="text"/>	Evidence of Methods of Assessing Student Performance Score:			

Attachment III

**STANDARDS PERFORMANCE CONTINUUM FOR PROFESSIONAL DEVELOPMENT (PD-SPC):
TEACHING AND LEARNING CREDE’S STANDARDS FOR EFFECTIVE PEDAGOGY**

	(0) NOT OBSERVED	(1) EMERGING	(2) DEVELOPING	(3) ENACTING	(4) INTEGRATING
<i>General Definition</i>	<i>The standard is not observed.</i>	<i>One or more elements of the standard are enacted.</i>	<i>The teacher designs and enacts activities that demonstrate a partial enactment of the standard.</i>	<i>The teacher designs, enacts, and assists in activities that demonstrate a complete enactment of the standard.</i>	<i>The teacher designs, enacts, and assists in activities that demonstrate skillful integration of multiple standards simultaneously.</i>
Joint Productive Activity <i>Teacher and Students Producing Together</i>	Students work independently of one another.	Students either (a) occasionally assist one another while they work on their own products, (b) are instructed in how to work in groups, or (c) contribute individual work, not requiring collaboration, to a shared product.	Either (a) the teacher and students collaborate on a shared product in a whole-class setting, or (b) students collaborate on shared products in pairs or small groups.	The teacher and a small group of students collaborate on a shared product (all students will have the opportunity to work with the teacher in a small group).	The teacher designs, enacts, and collaborates in joint productive activities that demonstrate skillful integration of multiple standards simultaneously.
Language & Literacy Development <i>Developing Language and Literacy Across the Curriculum</i>	Instruction is dominated by teacher talk.	Either (a) the teacher explicitly models appropriate language, (b) students engage in brief, repetitive, or drill-like reading, writing, or speaking activities, or (c) students engage in social talk while working.	Students have structured opportunities for extended reading, writing, or speaking.	Students engage in extended reading, writing, or speaking activities that require them to use academic language, AND the teacher assists students by questioning, rephrasing, or modeling.	The teacher designs, enacts, and assists in language development activities that demonstrate skillful integration of multiple standards simultaneously.
Contextualization <i>Making Meaning, Connecting School to Students’ Lives</i>	New information is presented in an abstract, disconnected manner.	The teacher either (a) includes something familiar to students in instruction, (b) connects classroom activities by theme, or (c) includes parents or community members in activities or instruction.	The teacher makes explicit connections between students’ prior knowledge and the instructional activities.	New activities draw extensively on students’ prior knowledge and experience.	The teacher designs, enacts, and assists in contextualized activities that demonstrate skillful integration of multiple standards simultaneously.

	(0) NOT OBSERVED	(1) EMERGING	(2) DEVELOPING	(3) ENACTING	(4) INTEGRATING
Challenging Activities <i>Teaching Complex Thinking</i>	Activities rely on repetition, recall, or duplication to produce factual or procedural information.	The teacher either (a) accommodates students' varied ability levels, (b) sets standards for student performance, or (c) provides students with feedback on their performance, though tasks are based on factual or procedural information.	Instructional activities are challenging ¹ (see definition of Challenging Activities in Glossary).	Instructional activities are challenging. ¹ Also, the teacher assesses and assists student understanding through modeling, instructing, encouraging, or questioning, and students receive feedback on their work.	The teacher designs, enacts, and assists in challenging activities that demonstrate skillful integration of multiple standards simultaneously.
Instructional Conversation <i>Teaching Through Conversation</i>	Lecture or whole-class instruction predominates.	In conversation with individuals or small groups, the teacher either (a) interacts in ways that are comfortable for students, (b) uses questioning, listening, or rephrasing <i>to elicit student talk</i> , or (c) converses on a nonacademic topic.	The teacher converses with a small group of students on an academic topic and elicits student talk by questioning, listening, and responding to students.	The teacher has a <u>planned, goal-directed</u> conversation with a small group of students on an academic topic; elicits talk by questioning, listening, and responding; and inquires about students' views, judgments, or rationales.	The teacher designs, enacts, and assists in instructional conversations that demonstrate skillful integration of multiple standards simultaneously.
Modeling <i>Learning Through Observation</i>	Students begin working immediately following a verbal explanation.	The teacher, or student, models behaviors, thinking processes, or procedures, but does not provide an opportunity for students to practice.	The teacher provides a model of a completed product that students then make, or models the behaviors, thinking processes, or procedures necessary for the task.	The teacher provides a model of a completed product that students then make, or models the behaviors, thinking processes, or procedures necessary for the task, and assists students practice.	The teacher designs, enacts, and assists in modeling activities that demonstrate skillful integration of multiple standards simultaneously.
Student Directed Activity <i>Encourage Student Decision Making</i>	Students work on tasks designed and assigned by the teacher.	Students choose the subject or topic for an assigned task.	Students select from among activities developed by the teacher.	Students generate learning topics or develop learning activities.	The teacher designs, enacts, and assists in student directed activities that demonstrate skillful integration of multiple standards simultaneously.

- ¹ Students generate new knowledge by using information to perform complex tasks that require various forms of elaboration such as analysis, synthesis, or evaluation.

Glossary of Terms

Academic Goal: In an Instructional Conversation, the academic goal is the development of thematic or conceptual understanding.

Assistance: Assistance is a two-part process in which the teacher first assesses student knowledge and skills, then responsively assists development. Types of assistance may include:

- Modeling: providing a demonstration.
- Feedback: providing information about student performance as compared with a standard.
- Contingency Management: providing rewards or punishments contingent on student performance.
- Questioning: providing questions that guide students to advance their understanding.
- Instructions: providing clear verbal directions for performance.
- Cognitive Structuring: providing explanations or rules for proceeding.
- Task Structuring: providing assistance by segmenting or sequencing portions of the task.

Challenging Activities: Activities that advance student understanding to more complex levels.

- the 'why' is addressed, not merely the 'what' or the 'how to.'
- the activity requires that students generate knowledge or *use* or *elaborate on* information provided (apply, interpret, categorize, order, evaluate, summarize, synthesize, analyze, explore, experiment, determine cause and effect, formulate and solve problems, explore patterns, make conjectures, generalize, justify, make judgments).
- the teacher connects the content or activity to a broader concept or abstract idea to advance student understanding.
- the teacher provides instruction in critical thinking, or problem solving or metacognitive strategies.

Collaboration: Joint activity that results in shared ownership, authorship, use, or responsibility for a product. It can also include division of labor for coordinated subsections. Mere turn taking does not constitute division of labor and, to be considered collaboration, an activity must include interaction between participants. Coordinated activities such as morning message or calisthenics are rated at the Emerging level for JPA (Joint Productive Activity).

Content Vocabulary: Language development may occur in the context of literacy or in English language lessons. Therefore, we broadly define content vocabulary to include either academic language use in literacy lessons or standard English language when that is the goal of instruction.

Instructional Conversation (IC): IC's include all participants whose contributions are connected to, or extend, the comments and ideas of other

participants. In contrast, directed-discussions focus less on developing conceptual understanding and more on known-answer questions and skill development. Instructional conversation focuses on broad topics, main ideas, themes, or concepts; is responsive to student contributions; includes participation structures that are familiar to students; and includes open-ended questions and sustained dialogue on a single topic. A precondition or precursor of conversation is discourse between teacher and student(s) that is extended to at least two speech turns each, with each turn consisting of more than just providing an answer or providing a fact (responses to convergent teacher questions).

Incidental Connections: The teacher (a) makes connections between students' experience or knowledge from home, school, or community and the new activity/information on an ad hoc basis to assist understanding, or (b) prompts students to make connections.

Integrates the New Activity/Information with what Students already Know from Home, School, or Community: (a) students' knowledge or experience is integrated with new information, (b) the basis of the activity is personally relevant to students' lives; or (c) students apply school knowledge in an authentic activity.

Integration: A single activity integrating three or more standards at the enacting level.

Product: Products may be tangible or intangible. Examples of tangible products: worksheet, essay, report, pottery, word-web, a math problem solved on the blackboard, play, skit, game, debate. Intangible products may be found in such activities as 'story time,' introductory lectures, some ICs (the product is an accurate or elaborated understanding of a concept, procedure, idea), or some PE activities (increased physical fitness is the product, though not joint). The intangible products are an achieved physical, psychological, or social state that integrates a series of actions.

Standards for Student Performance: Performance standards go beyond *what* to do and address the *quality* of student work. Standards may be in the form of a checklist or a rubric, or may be implicitly expressed through teacher expectations.

Students' Views: In an Instructional Conversation, questioning students on their views is inclusive of students' prior knowledge or experience related to the goal of the conversation.

STANDARDS PERFORMANCE CONTINUUM OBSERVATION FORM

Teacher	<i>Observer</i>	<i>School</i>	Date	#Stds	Subj	Grade	Time	JPA	LLD	CTX	CA	IC	MD	SDA
<u>Activity/Description:</u>														

JPA: Joint Productive Activity
CA: Challenging Activities

LLD: Language and Literacy Development **CTX:** Contextualization
IC: Instructional Conversation

STANDARDS PERFORMANCE CONTINUUM

