

DANIELSON CROSSWALK TOOL WITH LANGUAGE! LIVE LEVEL 1

Danielson Rubric Components	Language! Live Considerations	Critical Attributes at the Proficient Level
1a: Demonstrating Knowledge of Content and Pedagogy	Program is best implemented by a teacher who has in-depth knowledge of both the program and how the building of foundational reading skills will support students' progress towards grade level reading skills.	<ul style="list-style-type: none"> Teacher has knowledge of the full progression of the program Teacher understands the progression of foundational reading skills Teacher can speak to how L!L lessons address specific foundational reading skills and can target instruction to meet students where they are along the progression
1b: Demonstrating Knowledge of Students	<i>No special considerations should need to be made; the rubric should be able to be applied as is; students are already placed in Language! Live Level 1 based on multiple data points.</i>	
1c: Setting Instructional Outcomes	The program provides learning objectives for each part of the lesson in the teacher manual. The students have been placed in this program based on multiple data points. The rigor of the lesson is deemed appropriate for students at this level.	<ul style="list-style-type: none"> Objectives (outcomes) are appropriately rigorous based on students' placement in Language! Live (either Level 1 or Level 2). Teachers shouldn't be expected to modify these outcomes.
1d: Demonstrating Knowledge of Resources	<i>Only consideration is that texts will not be at varied levels. Otherwise, the rubric can be applied as written.</i>	
1e: Designing Coherent Instruction	The program is designed for primarily whole group instruction (Text Training) and individual work on the digital platform (Word Training). However, in preparation for each day's lesson, teachers should be thinking about any individual student needs that need to be addressed in a small group or 1-1.	<ul style="list-style-type: none"> Teachers may or may not plan to pull small groups during instruction; however, they should be able to speak to how individual students are progressing and how they are addressing students who are not moving forward
1f: Designing Student Assessments	<p>Language! Live has a Dashboard that tracks students; performance on unit content assessments, benchmark assessments, word training unit progress, etc.</p> <p>For an example, in Level 1 Lesson 5 during the Define It portion, the objective states that students will "use categories and attributes to determine the meaning of words."</p> <p>In an early unit, in the Vocabulary portion of the lesson plan, a teacher might say something like, "Students independently generate one category for a word." In a later unit, they may build up to, "Students will generate a category and up to three attributes for a word."</p>	<ul style="list-style-type: none"> Teachers should be able to readily pull up the Language! Live Dashboard and point to any student's performance on unit assignments and assessments Teachers should be able to speak to how they are supporting students who demonstrate difficulty with the content On daily lesson plans, teachers should identify specific look-fors (success criteria) aligned to daily objectives based on where they are in the program and where students are with their abilities
3a: Communicating with Students	Language! Live lessons follow a gradual release model of I Do, We Do, and You Do.	<ul style="list-style-type: none"> The teacher should clearly state the objective (what the students will be learning) The teacher should not make content errors

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		<ul style="list-style-type: none"> • The teacher’s explanation of the content is clear, and invites student participation and thinking
3b. Using Questioning and Discussion Techniques	<p>Language! Live questions are intentionally designed to build students’ literal comprehension of text. Teachers should not be penalized for not asking primarily lower-level questions. Student data indicates that students in Language! Live Level 1 need to build basic comprehension skills and the lessons and questions are designed to do just that. However, teachers should still use effective questioning and discussion techniques like wait time, accountable talk, and effective prompting when the Teacher Manual references time for discussion.</p>	<ul style="list-style-type: none"> • During all lessons, teachers should: <ul style="list-style-type: none"> ○ Make effective use of wait time ○ Use techniques to allow multiple students to answer questions rather than one student at a time (turn-talk, response boards, etc.) • At times during Language! Live lessons, there are built in opportunities for questioning and responding to text and/or discussion. During these times, especially, teachers should: <ul style="list-style-type: none"> ○ use open-ended questions, inviting multiple possible responses ○ employ discussion techniques ○ enable students to talk to one another and build on one another’s responses
3c. Engaging Students in Learning	<p>As iterated in other areas of this document, Language! Live Level 1 is designed to address basic comprehension and students are placed in this program based on multiple data points. Therefore, the content is deemed appropriately complex/challenging. Also, the lessons are designed as primarily whole group and student choice will likely only exist as teachers become more advanced in their implementation of the program.</p>	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson • Teachers make effective use of existing lesson resources to engage students • Teachers may employ engagement structures to increase cognitive engagement (RallyCoach, Numbered Heads Together, etc.) • Teachers intentionally pace lesson components to maintain high levels of student engagement (lesson is neither rushed nor drags)
3d. Using Assessment in Instruction	<p>Teachers should be able to identify look-fors (student success criteria) aligned to lesson objectives for each part of a Language! Live lesson. They should intentionally (usually informally) check for understanding of these success criteria throughout the course of the lesson, provide aligned feedback, and adjust as needed.</p>	<ul style="list-style-type: none"> • The teacher elicits evidence of student understanding during the lesson • Feedback includes specific and timely guidance aligned to lesson objectives • When necessary, the teacher makes adjustments to the lesson to enhance understanding • When appropriate, the teacher incorporates program resources for student self- or peer-assessment to encourage independence
3e. Demonstrating Flexibility and Responsiveness	<p>No special considerations need to be made; the rubric can be applied as written.</p>	