

DANIELSON CROSSWALK TOOL WITH 95% GROUP PHONICS LESSON LIBRARY (PLL)

Danielson Rubric Components	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"> <li>• Teacher has knowledge of the full progression of the program</li> <li>• Teacher understands the progression of foundational reading skills</li> <li>• Teacher can speak to how Phonics Lesson Library instruction addresses specific foundational reading skills and can target instruction to meet students where they are along the progression</li> </ul>
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 interventions 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"> <li>• Objectives (outcomes) are appropriately rigorous based on students' placement in the intervention. Teachers shouldn't be expected to modify these outcomes.</li> </ul>
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	PLL is designed for small group instruction with a structured gradual release. Days 1-2 are comprised of mostly "I Do" & "We Do" activities with limited opportunities for independent application of skills. Days 3-4 are primarily "We Do", "You Do" with increased application to connected text. Day 5 is primarily "You Do" independent practice with built in assessments of student mastery. In preparation for each day's lesson, teachers should be identifying concepts/activities that may be challenging and be prepared to address/respond to difficulties in a small group or 1-1 at a separate time of the lesson.	<ul style="list-style-type: none"> <li>• Teachers should be able to speak to how individual students are progressing and how they are addressing students who are not moving forward.</li> </ul>
1f: Designing Student Assessments	PLL includes mastery measures (Pseudo-Word Reading & Controlled Passage Oral Reading Fluency) for each skill. Interventionists are also expected to implement the District Progress Monitoring Plan for Tier 3 ELA Intervention that includes additional measures of progress towards grade-level benchmark in several literacy skills.	<ul style="list-style-type: none"> <li>• Teachers should be able to readily produce progress monitoring data for program-specific mastery-measures and grade-level/general outcome measures.</li> <li>• Teachers should be able to speak to how they are supporting students who demonstrate difficulty with the skills and concepts addressed in the Intervention.</li> <li>• 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</li> </ul>

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		abilities. (The program provides mastery criteria for each part of a day's lesson.)
3a: Communicating with Students	PLL follow a gradual release model of I Do, We Do, and You Do across five planned days of instruction.	<ul style="list-style-type: none"> <li>• The teacher should clearly state the objective (what the students will be learning)</li> <li>• The teacher should not make content errors</li> <li>• The teacher's explanation of the content is clear, and invites student participation and thinking</li> </ul>
3b. Using Questioning and Discussion Techniques	The Phonics Lesson Library Intervention Curriculum is a sequential, explicit, systematic word-reading intervention, designed to build student's ability to accurately, fluently read and spell words in isolation and in connected text. Implementation of the program with fidelity requires the teacher question students using specific, consistent language that guides students through a series of steps they are meant to internalize. Teachers should not be penalized for not asking primarily lower-level questions. Student placed in PLL need to build basic decoding skills, which the lessons and questions are designed to do.	<ul style="list-style-type: none"> <li>• During all lessons, teachers should: <ul style="list-style-type: none"> <li>○ Use techniques to allow multiple students to answer questions rather than one student at a time (group response, turn-talk, response boards, etc.)</li> </ul> </li> <li>• During specific points in the progression of instruction in a skill, when the curriculum includes opportunities to practice comprehension of the controlled text passages, teachers should: <ul style="list-style-type: none"> <li>○ use the open-ended questions (provided), inviting multiple possible responses</li> <li>○ employ discussion techniques</li> <li>○ enable students to talk to one another and build on one another's responses</li> </ul> </li> </ul>
3c. Engaging Students in Learning	As iterated in other areas of this document, the Phonics Lesson Library is designed to address gaps in foundational reading and decoding skills. Students are placed in this program based on multiple data points; therefore, the content is deemed appropriately complex/challenging. The lessons are designed as primarily teacher-led, small group instruction. Consequently, student choice will be limited and unlikely to exist until teachers become more advanced in their implementation of the program.	<ul style="list-style-type: none"> <li>• Most students are intellectually engaged in the lesson</li> <li>• Teachers make effective use of existing lesson resources to engage students</li> <li>• Teachers may employ engagement structures to increase cognitive engagement</li> <li>• Teachers intentionally pace lesson components to maintain high levels of student engagement (lesson is neither rushed nor drags)</li> </ul>
3d. Using Assessment in Instruction	Teachers should be able to identify look-fors (student success criteria) aligned to lesson objectives for each part of a Phonics Lesson Library 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.	<ul style="list-style-type: none"> <li>• The teacher elicits evidence of student understanding during the lesson</li> <li>• Feedback includes specific and timely guidance aligned to lesson objectives</li> <li>• When necessary, the teacher makes adjustments to the lesson to enhance understanding</li> <li>• When appropriate, the teacher incorporates program resources for student self- or peer-assessment to encourage independence</li> </ul>

3e. Demonstrating Flexibility  
and Responsiveness

No special considerations need to be made; the rubric can be applied as written.