

**SUMMARY:  
 GUIDING QUESTIONS AND BIG IDEAS BEHIND PACT RUBRICS**

Guiding Questions	Big Idea 1	Big Idea 2	Big Idea 3	Big Idea 4
<b>EL 1 PLANNING: How do the plans support student learning of skills and strategies to comprehend or compose text?</b> (TPEs 1,4,9)	Central focus alignment to standards, tasks, objectives	Multi-dimensionality: connections between different types of literacy knowledge	Progression builds linearly or holistically to advance student learning	Understandings go beyond the superficial
<b>EL 2 PLANNING: How do the plans make the curriculum accessible too the students in the class?</b> (TPEs1,4,5,6,7,8,9)	Content accuracy	Relationship of students' background, interests, prior knowledge	Scaffolding/student support for special learners	Access to grade-level literacy standards/objectives
<b>EL 3 PLANNING: What opportunities do students have to demonstrate their understanding of the standards/objectives?</b> (TPEs 2,3)	Alignment of standards, objectives, and assessments	Deep vs. surface level understanding	Productive/receptive modalities addressed	Accommodation of special student needs
<b>EL 4: INSTRUCTION: How does the candidate actively engage students in their own understanding of skills and strategies to comprehend and/or compose text?</b> (TPEs 1,5,11)	Opportunities to engage in developing own understanding	Focus of clip matches stated focus	Classroom management	

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<b>EL 5 INSTRUCTION:</b> How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs? (TPEs 2,5)	Strategies for monitoring understanding	Candidate's responses	Content accuracy	
<b>EL 6 ASSESSMENT:</b> : How does the candidate demonstrate an understanding of student performance with respect to standards/objectives? (TPEs 1,3)	Student errors/understandings	Patterns in student performance		
<b>EL 7 ASSESSMENT:</b> How does the candidate use the analysis of student learning to propose NEXT STEPS in instruction? (TPEs 3,4)	Focus on next steps for all students	Focus on next steps for special learners		
<b>EL 8: ASSESSMENT</b> What is the quality of feedback to students? (TPEs 3,4)	Quality of teacher feedback	Feedback grounded in knowledge of Ss and content (Level 4 only)		
<b>EL 9: REFLECTION</b> How does the candidate monitor student learning and make appropriate adjustments in instruction during the learning segment? (TPEs 2,10,12,13)	Reflection on student learning	Adjustment in instruction		

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<p><b>EL 10 REFLECTION:</b>  <b>How does the candidate use research, theory, and reflections on teaching and learning to guide practice?</b> (TPEs 10,11,12,13)</p>	<p>Grounds reflection in research and theory</p>	<p>Basis for change in teaching practice</p>		
<p><b>EL 11 ACADEMIC LANG</b>  <b>How does the candidate describe the language demands of the learning tasks and assessments in relation to students at different levels of English language proficiency?</b> (TPEs 1,4,7,8)</p>	<p>Abilities of Ss to meet learning segment's language demands relative to children's individual strengths/needs</p>	<p>Instruction addresses features of key oral or written text types</p>	<p>Challenging words and phrases addressed in terms of children's strengths /needs</p>	
<p><b>EL 12 ACADEMIC LANG</b>  <b>How do the candidate's planning, instruction, and assessment support academic language development?</b> (TPEs 1,4,7,8)</p>	<p>Scaffolding and support for academic language</p>	<p>Explanation of design of scaffolds and removal plans</p>		



<b>Guiding Questions</b>	<b>Big Idea 1</b>	<b>Big Idea 2</b>	<b>Big Idea 3</b>	<b>Big Idea 4</b>