Practice Profile Implementation

School	Hesperia High School		Grade	9 -12	

Critical Component *-the most essential and indispensable Components of a practice*	Ideal "Gold Standard" *-what is desired*	Acceptable Variation *-What are variations that might be appropriate for students acquiring English or with developmental challenges?*	Unacceptable Variation *-what do you definitely not want to see?*	Possible *"look fors"* *-items the team may see during visits, however, these are only suggestions not an all inclusive list that should be checked off*

Area of Focus: Building Content Knowledge

Critical Component	Ideal "Gold Standard"	Acceptable Variation	Unacceptable Variation	Possible "look fors"
- Academic Vocabulary	- Students know and utilize vocabulary of the subject - written, orally, artistically	- Teachers utilize direct instruction to front-load vocabulary	- Students never use academic vocabulary	- Use of academic vocabulary by students and teachers
- Foundational Content Skills	- Students demonstrate content literacy at grade level (visual literacy, numeracy, etc)	- Teachers scaffold the content skills by providing demonstrations, tools, models, etc	- Low expectations for students (eg rote memorization, all DOK level 1, etc)	- Differentiation; High expectations; Student examples and assessment results; Checks For Understanding; Grade level competence
- Reading and Writing	- Students read a variety of texts and write in various formats across the curriculum at or above grade level	- Teacher guides students through reading or writing activities	- No evidence of reading or writing	- Reading and writing in all content areas

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Area of Focus: Communicate Effectively				
- Use various forms of communication.	- Students use various forms of communication including verbal, written, visual, non-verbal and multimedia.	- Students use one form of communication with teacher guidance.	- Students are not provided the opportunity to communicate, or communicate ineffectively.	- Speeches, performances, projects, writing samples, audience feedback, etc.
- Specific purpose and targeted audience	- Students will communicate to persuade, justify, solve and/or critique.	- Students utilize teacher models (stems, scaffolding, etc) to persuade, justify, solve and/or critique.	- Students are communicating off task or not at all.	- Students communicate purposefully and appropriately for content and audience.
- Active listening	- Students listen carefully to discern hidden meanings, values, attitudes and inferred intentions.	- Students are guided in discerning meanings, values, attitudes and inferred intentions.	- Students are not listening to peers or teacher.	- Student are engaged and their responses show evidence of comprehension.

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Area of Focus: Reason Critically				
- Use various types of reasoning	- Students use various reasoning (inductively, deductively, etc) and multiple perspectives in written and oral communication	- Teacher leads students through the reasoning process	- Teacher tells students what and how to think	- Students' responses based upon various reasoning/perspectives
- Use evidence effectively	- Student gather and use valid evidence to support claims	- Students use teacher-supplied evidence to support claims	- Lack of valid evidence used to support claims	- Multiple types of evidence utilized; Research; Inference
- Solve problems	-Students identify and solve problems conventionally and innovatively	- Students solve given problems using prescribed procedures	- teacher regularly gives problem and solution	- Wait time; trial and error; variety of approaches and solutions
- Extend analysis beyond current situations	-Students will reason critically to apply learning to various contexts	- Teacher provides possible alternative contexts for extension	- Student does not extend reasoning beyond current situation	- What ifs; ethical dilemmas; cross-curricular; real world