

FOCUS Reflection: C1.1

DIRECTIONS: Read through the Sample ELA Applications for this Indicator. Check the box in the right column if there is content in that row that you want to focus on for future professional development. Highlight text and/or make notes at the end of the form to keep track of specific aspects that interest you.

Indicator C1.1. High Expectations

Establishes high expectations for the quality of student work and the effort required to produce it. Within a safe classroom environment, encourages risk taking and productive struggle. Models and reinforces ways that students can master challenging material through persistence, focused effort, and critical thinking.

Sample ELA Applications		
What Effective ELA Teachers KNOW	What Effective ELA Teachers DO	✓ Focus
A. Many students believe innate ability explains academic success more than effort and perseverance.	1) Explore stories, poems, essays, articles, interviews, and speeches around the theme of persistence. 2) Recognize success in ELA learning in terms of specific efforts, persistence, and development of skills (<i>e.g., "You worked hard on linking the paragraphs with effective transitions, so it's a much stronger piece" instead of vaguely saying "Good job" or crediting innate ability with "You're so smart"</i>). 3) Cultivate an appreciation for mistakes as a valuable part of the learning process. 4) Teach students the cognitive and metacognitive strategies they need to take control of their language/literacy use and learning; make conversation about these strategies a major component of the class.	
B. Students rise to high expectations that are clearly communicated and built into class routines.	1) Share unit outcomes and lesson objectives with students so they know what they are supposed to learn. 2) Define high expectations for the quality of student work through rubrics and checklists; teach students how to use them. 3) Have students incorporate peer and instructor feedback when revising writings, presentations, and other projects. 4) End lessons by reviewing with students what was learned (<i>e.g., revisit lesson goals; summarize student learning with references to student work and discussion</i>) and previewing how the next lesson will build on that learning.	

Notes to Self: