

**Figure 1.4: Teacher Exemplars and Nonexemplars of Instructional Moves**

| <b>Instructional Move</b>     | <b>Teacher Exemplar</b>   | <b>Teacher Nonexemplar</b>  |
|-------------------------------|---|---|
| <b>Activating-Connecting</b>  | The teacher generates interest in learning, activates prior knowledge, and connects instruction to the real world or to the solution of real problems.  | The teacher does not tap into the experiences and background knowledge of her students. Lessons are presented as they are found in the teachers' manual with no observable modifications for the unique make-up of the class.   |
| <b>Affirming-Appreciating</b> | The teacher appreciates, encourages, praises, or rewards students' actions, attitudes, thinking processes, verbal statements, and work products. The praise is specific and focuses on excellent work products as well as improvements in students' thinking and efforts.   | The teacher is seldom observed praising or affirming students, and many teacher statements are negative, sarcastic, or punitive. The teacher often articulates the opinion to students that they need to develop their own internal motivations and should not expect compliments from him. |
| <b>Annotating</b>             | The teacher adds additional information while reading a text with students or during a group discussion—information that students do not have, but need in order to make sense of the discussion or text. The teacher builds background and vocabulary knowledge as often as possible using relevant examples from students' experiences. | The teacher does not add information to that provided in the textbook, information that would enable struggling students to make connections to what is being taught. She simply assigns the story, leaving struggling students confused about what the text means.                         |
| <b>Assessing</b>              | The teacher determines both formally (through testing) and informally (through questioning) what students have learned and where instruction needs to be differentiated for all students to achieve mastery.  | The teacher rarely uses informal assessments during instruction and uses formal assessments only to assign report card grades.  |
| <b>Attributing</b>            | The teacher communicates in specific ways to students that their accomplishments are the result of effort, wise decision making, attending to the task, and exercising good judgment and perseverance, rather than their intelligence or ability.   | The teacher acts surprised when students do well and generally attributes their success to either their ability levels or to good luck.   |
| <b>Coaching-Facilitating</b>  | The teacher thinks along with students and helps them develop their own ideas, rather than directing their thinking and telling them what to do.  | The teacher gives the right answers to students who ask questions so they can fill in the blank, turn in the worksheet, and get credit.   |
| <b>Constructing</b>           | The teacher and students work collaboratively to construct multiple meanings from conversations, discussions, and the reading of text.  | The teacher does not work collaboratively with students to discuss the meaning of a story or article. He tells them his interpretation of the text.   |
| <b>Differentiating</b>        | The teacher calibrates the difficulty of learning tasks so as to create the best match possible with students' assessed skills and knowledge.   | The teacher does not provide additional opportunities for learning to students who are struggling. Instruction is based on the textbook and moves at a pace suited to the most advanced students.   |

| Instructional Move          | Teacher Exemplar  | Teacher Nonexemplar  |
|-----------------------------|---|--|
| <b>Directly Instructing</b> | The teacher uses a direct, explicit, systematic, and supportive approach to teaching.   | The teacher does not directly instruct students. All instruction is delivered in a whole-class setting and is designed for average students.   |
| <b>Explaining</b>           | The teacher tells students what will happen in a lesson, what the goal is, why it's being done, how it will help students, and what the roles of the teacher and students will be during the lesson.  | Students seldom have an idea of the objective or purpose of a lesson. If asked by an observer what the lesson is about or what they are supposed to be learning, students are unable to respond.   |
| <b>Giving Directions</b>    | The teacher gives clear and concise verbal instructions (supported by written directions, picture cues, or modeling as needed) that help students see how they are going to get from where they are at the beginning of a lesson, task, or unit to the completion of the task or outcome. | The teacher gives only verbal directions for assignments and activities. She does not ask students if they have questions, and she does not provide visual cues, more detail, or a repetition of the instructions for struggling students.   |
| <b>Grouping</b>             | The teacher uses benchmark assessment results to group and re-group students according to their specific academic needs for scaffolded instruction, enrichment, or specialized interventions.   | The teacher uses only one kind of grouping arrangement: whole-group instruction. Students never have opportunities to work with a partner or complete a collaborative group project with classmates. The teacher does not form small groups to provide extended teaching or more practice for struggling students.   |
| <b>Guiding Practice</b>     | The teacher leads students through rehearsals of skills, processes, or routines to ensure understanding, accuracy, and automaticity.  | The teacher does not provide extra practice during class time for struggling students. Instead, he sends worksheets to parents asking them to provide practice at home.  |
| <b>Modeling</b>             | The teacher thinks aloud regarding the cognitive processing of text and physically represents that thinking by constructing graphic organizers or writing in response to reading while students observe.  | The teacher does not think aloud for students about her own reading comprehension, and she does not model how to construct organizers or write in response to reading. She gives assignments, collects work, and gives grades.   |
| <b>Motivating</b>           | The teacher encourages, inspires, and stimulates his students to achieve both personal and group goals by scaffolding instruction, affirming academic efforts, and providing extrinsic rewards as needed to jump-start struggling students.   | The teacher uses teaching behaviors that undermine student motivation. Examples of this are competition rather than cooperation, public grading, very easy or boring tasks, giving negative feedback, and highlighting students' failures. Other examples include attributing students' successes and failures to luck, ability, or task difficulty, scapegoating students, and administering frequent reprimands. |
| <b>Nurturing-Mentoring</b>  | The teacher communicates positive expectations and a caring attitude, and takes a personal interest in the success of students.   | The teacher uses teaching behaviors that communicate low expectations, apathy regarding the success of his students, and a distant attitude toward students.   |

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|--------------------|---|--|
| <b>Questioning</b> | The teacher uses a variety of questioning techniques and types of questions to stimulate students' thinking, while also teaching students how to ask and answer their own questions.  | The teacher uses one type of question, often questions to which she has a preconceived answer in mind. A small group of students in the classroom answer almost all of the questions that are asked.   |
| <b>Recapping</b>   | The teacher summarizes what has been concluded, learned, or constructed during a given lesson or discussion, tells students why this new learning is important, and lets them know where they can apply it in the future.   | Lessons end abruptly with no closure, and the teacher rarely summarizes what was accomplished or learned.  |
| <b>Redirecting</b> | The teacher monitors the level of student attention and engagement and uses a variety of techniques, prompts, and signals to regain or redirect students' attention to the learning task. The teacher is able to transition students from one activity to another with minimal time loss. | The teacher does not regularly pay attention to students who are off task. When he does, he has a limited repertoire of attention-getting signals, with most of them being negative in tone.   |
| <b>Reminding</b>   | The teacher causes students to remember or think more deeply about an idea or concept that has been previously taught, or restates something that has been previously taught in a novel way to ensure their remembering.  | The teacher does not consider that students might need reminding and does not help students make connections between the learning of today and prior learning.   |
| <b>Reteaching</b>  | The teacher teaches recursively by repeatedly coming back to important skills, concepts, outcomes, or standards, giving students multiple opportunities to achieve mastery.   | The teacher teaches a concept or skill, tests students, considers the concept taught, and moves on without regard for the students who have not achieved mastery.  |
| <b>Scaffolding</b> | The teacher supports students at their independent learning levels, enabling them to solve problems, carry out tasks, master content and skills, utilize appropriate cognitive strategies, and generally achieve goals that would otherwise be impossible for them.                       | The teacher consistently responds to students as though <i>they</i> are totally responsible for their own learning. He does not scaffold difficult material for struggling students and frequently says to students and colleagues, "Well, I had to get it on my own. Nobody ever explained it to me." |



