

The Learning Ovations' Framework

Focus shifts to building capacity/sustainability

<p>Azi Usage</p>	<p>Teacher does not use Azi.</p>	<p>Teacher gives Azi assessments.</p>	<p>Teacher gives Azi assessments & logs into the platform after assessment round to reset groups & view data.</p>	<p>Teacher gives Azi assessments, logs into the platform after the assessment round to reset groups & view data. & uses at least 1 form of Azi data monitoring for additional information (Graphs, Target Outcomes, etc).</p>	<p>Teacher gives Azi assessments, logs into the platform after assessment round to reset groups & view data, uses at least 1 form of Azi data monitoring for additional information, & utilizes other tools (e.g.: Resources Page, Lesson Menu, etc.)</p>	<p>Teacher gives Azi assessments, logs into the platform after assessment round to reset groups & view data, uses at least 1 form of Azi data monitoring for additional information, & utilizes other tools (e.g.: Resources Page etc.) & helps colleagues.</p>
<p>Differentiation</p>	<p>Teacher does not use small groups in literacy block.</p>	<p>Teacher uses small groups in literacy block.</p>	<p>Teacher uses Azi small groups in literacy block.</p>	<p>Teacher uses Azi small groups & minute recommendations to differentiate teacher managed time.</p>	<p>Teacher uses Azi small groups & minute recommendations to differentiate teacher managed & child managed time.</p>	<p>Teacher uses Azi small groups & minute recommendations to differentiate teacher managed & child managed time & helps colleagues.</p>
<p>Classroom Structure</p>	<p>Classroom structure is not set up to allow for differentiation. The teacher manages all student learning.</p>	<p>Classroom structure is partially set up to allow for differentiation. The teacher manages all student learning.</p>	<p>Classroom structure is set up to allow for some differentiation. The teacher manages all differentiated student learning.</p>	<p>Classroom structure is set up to allow for some differentiation. Students are accountable for their behavior (CM). Teacher is free part of the time to work with students as needed (TM).</p>	<p>Classroom structure is set up to allow for differentiation. With support, students are accountable for their work, materials, & behavior (CM). Teacher is free a majority of the time to work with students as needed (TM).</p>	<p>Classroom structure is set up to allow for differentiation. Students are accountable for their work, materials, & behavior (CM). Teacher is free to work with students as needed at any time (TM). CM & TM recommended minutes are being met & teacher helps colleagues.</p>
<p>Instructional Materials</p>	<p>No use of research-based materials available or used.</p>	<p>Too many or too few research-based (CF/MF) materials & the available materials are not being used effectively.</p>	<p>Research-based (CF/MF) materials are being used inconsistently or are not available.</p>	<p>Research-based (CF/MF) materials are being used effectively for students reading at/near grade-level reading.</p>	<p>Research-based (CF/MF) materials are being used effectively across all reading-levels & informed by data.</p>	<p>Research-based (CF/MF) materials are being used effectively across all reading-levels, informed by data, improving student outcomes & teacher helps colleagues.</p>
<p>Partnership</p>	<p>No engagement.</p>	<p>Engagement is mandatory & often unproductive.</p>	<p>Engagement is mandatory. Partnership is emerging & becoming more productive.</p>	<p>Engagement is collaborative. Partnership is established & becoming more productive.</p>	<p>Engagement is collaborative. Partnership is established, productive, & leads to effective action.</p>	<p>Engagement is collaborative. Partnership is established, productive, leads to effective action, student outcomes, & teacher helps colleagues.</p>