

Tool For Improvement

	4	3	2	1
Teacher/Facilitator Will....				
Have high Levels of Student Engagement CEI Exhibited <ul style="list-style-type: none"> Student-Centered Classrooms Teaching for Understanding Assessment FOR Learning Rigorous and Relevant Curriculum Teaching for Learner Differences 	<ul style="list-style-type: none"> Students were in charge of their learning. (Did not observe Lecture/Direct Instruction) Teacher/Facilitator acts as a coach, not a lecturer <p>AND/OR</p> <ul style="list-style-type: none"> Students were observed working with the content in a relevant way - creating conditions where all students were asking questions to seek further answers. 	<ul style="list-style-type: none"> Students were mostly in charge of their learning. (Observed little Lecture/Direct Instruction) Teacher/Facilitator mostly acts as coach, not lecturer <p>AND/OR</p> <ul style="list-style-type: none"> Students were observed working with the content in a relevant way - creating conditions where most students had the opportunity to ask questions to seek further answers. 	<ul style="list-style-type: none"> Students were somewhat in charge of their learning (Observed much Lecture/Direct Instruction) <p>AND/OR</p> <ul style="list-style-type: none"> Students were observed working with the content - creating conditions where some students had the opportunity to ask questions to seek further answers. 	<ul style="list-style-type: none"> Students were a little or not in charge of their learning (Observed mostly or only Lecture/Direct Instruction) <p>AND/OR</p> <ul style="list-style-type: none"> Students were not observed working with the content in a relevant way - creating conditions where no students had the opportunity to ask questions to seek further answers.
	High Levels of Engagement is when students are in charge of their learning; every student is learning. Engagement is when there is active participation and students are focused on the task provided by the Teacher/Facilitator. Students are productive and motivation is high.			
	Examples of High Student Engagement in the classroom. If someone walked in your classroom, they might observe students in the following activity:			
	*Writing *Creating *Labs *Stations *Presenting	*Having conversations on the topic *Providing evidence of learning *Project-Based Learning *Application to real-world * Reading and taking notes	*Experimenting *Asking Questions * Collaboration * Portfolios * Peer Teaching	*Discovering/Inquiring * Making Connections * Creating a product * Sharing learning * Leading Instruction
























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Teacher/Facilitator Will....				
Have their Learning Target - Posted, Verbalized, and have Student Awareness CEI Exhibited <ul style="list-style-type: none"> Student-Centered Classrooms Teaching for Understanding Assessment FOR Learning Rigorous and Relevant Curriculum Teaching for Learner Differences 	<ul style="list-style-type: none"> The GLB Learning Target was posted and visible by students or visitors The Daily Target was posted and was visible by students or visitors. <p>AND</p> <ul style="list-style-type: none"> The Teacher/Facilitator described the Learning Targets in detail as part of lesson design Students were included in a discussion of the Learning Target(s) When asked, all students could verbalize specifically and clearly what they were learning and how they were learning, why they were learning it, and how their learning would be measured 	<ul style="list-style-type: none"> The GLB Learning Target was posted and visible by students or visitors The Daily Target was posted and was visible by students or visitors. <p>AND</p> <ul style="list-style-type: none"> The Teacher/Facilitator described the Learning Target as part of lesson design When asked, most students could verbalize what they were learning and how they were learning, why they were learning it, and how their learning would be measured. 	<ul style="list-style-type: none"> The GLB Learning Target was posted but not visible by students or visitors The Daily Target was posted but was not visible by students or visitors. <p>AND</p> <ul style="list-style-type: none"> The Teacher/Facilitator described the Learning Target somewhat and did not seem to be routine in lesson design Students could verbalize what they were learning and how they were learning, why they were learning it, and how their learning would be measured. 	<ul style="list-style-type: none"> The GLB Learning Target was not posted The Daily Target was not posted <p>AND</p> <ul style="list-style-type: none"> The Teacher/Facilitator did not describe the Learning Target When asked, few or none of the students could verbalize what they were learning and how they were learning, why they were learning it, and how their learning would be measured.
	A Learning Target describes WHAT a student will be expected to learn on a GLB and/or the Daily Learning Target (Goal) for the lesson			
	Examples of a Learning Target utilized in a significant way would be: *Written in a student friendly manner *Verbally communicated by the Teacher/Facilitator – what the Target is AND how they are helping students meet the target AND how students will be assessed at the end of the lesson (Exit slip, “show with fingers”, turn and talk, journal, data booklets, written feedback or reflection in student notebook) *Reinforced by having students restate target on own *Posted in the classroom *Creating analogies to help students connect with the goal of the Learning Target *Students reflecting on the target frequently during the lesson *Students writing the Learning Target in a journal or assignment book *Teacher/Facilitator or students providing examples as a model for learning target expectations *When asked, students can verbalize the Learning Target in their own words *The student can verbalize how they are being assessed on the Learning Target *Student can verbalize what they are expected to demonstrate during the lesson (or how they are meeting Target)			



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Utilize Formative Assessment Used to determine Learning Needs CEI Exhibited  Student-Centered Classrooms  Teaching for Understanding  Assessment FOR Learning  Rigorous and Relevant Curriculum  Teaching for Learner Differences	 The Teacher/Facilitator assessed students multiple times  The Teacher/Facilitator used a variety of different formative assessment types  The assessments allowed Teacher/Facilitators to determine the needs of ALL students AND/OR  The Teacher/Facilitator provided verbal feedback to ALL students where "right now" changes were observed  The Teacher/Facilitator used a peer/student critique process to help students improve learning "right now"	 The Teacher/Facilitator assessed students at least one time  The Teacher/Facilitator used one or two different formative assessment types  The assessments allowed the Teacher/Facilitator to determine the needs of ALL students AND/OR  The Teacher/Facilitator provided verbal feedback to ALL students where "right now" changes were observed	 The Teacher/Facilitator assessed some students once  The Teacher/Facilitator used one type of formative assessment  The assessment allowed the Teacher/Facilitator to determine the needs of some students AND/OR  The Teacher/Facilitator provided verbal feedback to Some students but "right now" changes were not observed or only observed with a few students	 The Teacher/Facilitator did not assess any students  The Teacher/Facilitator did not use a formative assessment AND/OR  The Teacher/Facilitator did not provide verbal feedback to students																											
	Formative Assessment is a way you collect information to provide evidence of student learning. Formative means it informs or changes your instruction based on the information provided. Formative assessment can be formal or informal.																														
	Examples of Formative Assessments you might use in your classroom to determine whether students understand the concepts/skills being taught.																														
	<table><tr><td>*Rough Draft</td><td>*Quiz</td><td>*Sample Problem</td><td>*Informal Survey</td></tr><tr><td>*Exit Slip</td><td>*Question/Answer</td><td>*Practice Presentation</td><td>*Fold-able</td></tr><tr><td>*Spotlight Technique</td><td>*Whiteboard Response</td><td>*Observation</td><td>*Quick show of work</td></tr><tr><td>*Quick check in text</td><td>*Targeted Questioning</td><td>*Learning Logs</td><td>*Self-Assessment</td></tr><tr><td>*Anecdotal Notes</td><td>*Running Records</td><td>*Turn and Talk</td><td>*Conferencing</td></tr><tr><td>*Graphic Organizer</td><td>*Quick-Write</td><td>*Think-Pair-Share</td><td>*Acti-Votes</td></tr><tr><td>*Journaling</td><td>*Think-Ink-Pair Share</td><td>*Thumbs-Up/Thumbs down</td><td></td></tr></table>				*Rough Draft	*Quiz	*Sample Problem	*Informal Survey	*Exit Slip	*Question/Answer	*Practice Presentation	*Fold-able	*Spotlight Technique	*Whiteboard Response	*Observation	*Quick show of work	*Quick check in text	*Targeted Questioning	*Learning Logs	*Self-Assessment	*Anecdotal Notes	*Running Records	*Turn and Talk	*Conferencing	*Graphic Organizer	*Quick-Write	*Think-Pair-Share	*Acti-Votes	*Journaling	*Think-Ink-Pair Share	*Thumbs-Up/Thumbs down
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Teacher/Facilitator Will....				
Scaffold the Level of Bloom's Taxonomy in instruction - focusing on the top levels CEI Exhibited <ul style="list-style-type: none"> Student-Centered Classrooms Teaching for Understanding Assessment FOR Learning Rigorous and Relevant Curriculum Teaching for Learner Differences 	<ul style="list-style-type: none"> The Teacher/Facilitator scaffold from the previous lesson getting to the highest levels of thinking Opportunities to draw conclusions or create products was observed The Teacher/Facilitator acted as coach rather than a lecturer <p>AND/OR</p> <ul style="list-style-type: none"> Students used meta-cognition multiple times Students used tools to solve problems, organize presentations, make and/or justify answers, produce or create content, develop processes of thinking or create new products at the highest level of thinking (top 3) 	<ul style="list-style-type: none"> The Teacher/Facilitator scaffold the lesson from the previous lesson getting to higher levels of thinking Opportunities to draw conclusions or create products was observed The Teacher/Facilitator acted as a coach rather than a lecturer <p>AND/OR</p> <ul style="list-style-type: none"> Students used meta-cognition at least once Students used tools to solve problems, organize presentations, make and/or justify answers, produce or create content, develop processes of thinking or create new products at high levels of thinking (top 4) 	<ul style="list-style-type: none"> The Teacher/Facilitator appeared to scaffold the lesson from the previous lesson but did not get to higher levels of thinking Brief opportunities to draw conclusions or create products were observed but was at a lower level of thinking <p>AND/OR</p> <ul style="list-style-type: none"> Student were given under-developed meta-cognitive tasks Students used tools to solve lower level problems, presentations, make and/or justify answers, produce or create lower level content, develop lower level processes of thinking or create lower level products (bottom 3) 	<ul style="list-style-type: none"> The Teacher/Facilitator did not appear to scaffold the lesson from the previous lesson and stayed at the lowest levels of thinking No opportunities to draw conclusions or create products was observed or they were at the lowest level of thinking <p>AND/OR</p> <ul style="list-style-type: none"> Student did not think in a meta-cognitive way Students somewhat used tools to solve low level problems, presentations, make and/or justify answers, produce or create low level content, develop low level processes of thinking or create lower level products (bottom 2)
<p>High Levels of Bloom's Taxonomy is focusing on the upper levels of thinking on the hierarchy. High Levels on Bloom's is characterized by higher order thinking skills and scaffold thinking – going from low to high. In addition, students are using meta-cognition to reflect and assess their own learning.</p>				
<p>High levels of Thinking can be observed in classrooms in the following ways:</p> <ul style="list-style-type: none"> * Differentiated Instruction – activities based on their instructional need and building in complexity as the lesson progresses and/or as the unit progresses * Using open-ended questions * Students discuss what they learned and then apply the learning to a new situation * Students make connections between old learning and new learning * Project-Based activity * Students holding a debate * Students take topic, research it, and then use the information to do something new * Students create a product – new and innovative ideas or information – NOT a poster, or PP with only facts represented on the product * Students are asked questions beginning with “Why, How, What might, What if, Why” - not What, or Who * Students are asked to reflect on why they chose a certain method to solve a problem * Students are solving problems and/or seeking solutions 				



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Use Proven Instructional Techniques to help students CEI Exhibited ☛ Student Centered Classrooms ☛ Teaching for Understanding ☛ Assessment FOR Learning ☛ Rigorous and Relevant Curriculum ☛ Teaching for Understanding	☛ A variety of “best practice” instructional techniques were observed AND ☛ Multiple opportunities were observed where students practiced and rehearsed a concept or skill in an in-depth way	☛ At least one “Best Practice” instructional technique was observed AND ☛ At least one opportunity was observed where students practiced and rehearsed a concept or skill in an in-depth way	☛ One or more instructional techniques were observed, but unclear they were “best practice” AND ☛ A brief opportunity was observed where students practiced and rehearsed a concept or skill but was not in-depth	☛ One instructional technique was observed, but unclear it is “best practice” AND ☛ No opportunities were observed where students practiced and rehearsed a concept or skill	
	An Instructional Technique is various ways an instructor facilitates the learning of their students				
	Examples of proven instructional techniques you might use in your classroom to help facilitate high levels and deep conceptual knowledge of students.				
	*Conferencing *Carousel Brainstorming *Brain Breaks *Close Reading *Small Group Instruction *Student Choice Based *Debates *Simulations *Research and teach	*Jigsaw *Whole Brain Teaching *Songs and Rhyme *Guided Reading *Stations *Role Playing *Web Quests *Project Design *Summarizing/Clarifying	*Turn and Talk *Pair-Share *Workshop Model *Strategy Groups *Partners *“Pictionary” *Question/Discussion *Experiment *Creating problem	*Graphic Organizers *Quick Writes *Inquiry-Based Learning *Modeling *Presentations *Gallery Walk *Note taking *Creating models	*Cooperative Learning *Power Writing *Project-Based Learning *Similarities/Differences *Interactive Lecture *Double Entry Journal *Visualization *Authentic Writing

