



# Instruction in Lincoln Public Schools

What does great instruction look like and sound like in Lincoln Public Schools? We believe that no matter what subject we teach, what age of students we teach or how long we have been teaching, we can all improve our practice. Research has shown that it is the teacher, above all else, that makes the difference for kids.

Lincoln Public Schools believes teachers deserve solid, researched-based models with which they can use to reflect on their teaching and the impact it has on their students. Based on this mission, LPS selected the **Charlotte Danielson** model for teacher appraisal. In addition, LPS is committed to providing professional development to teachers and administrators on additional resources and strategies in each domain. Thus, in 2013 LPS identified **Classroom Instruction that Works 2** to complement the Danielson model and provide more specific training on how the appraisal domains can look in a classroom. You will find countless overlaps and similarities between them, which allows key strategies to rise to the top (these rows are highlighted in light blue). In addition to both the Danielson and CITW2 models, LPS has offered **Explicit Instruction** training for summer 2015 & summer 2016 to provide another example of how these strategies can be applied.

Although this document highlights domains 1-3, domain 4 of the Danielson model addresses Professionalism, which includes Professional Learning Communities. The PLC process in LPS asks teachers to collaborate around four questions when making instructional decisions as a team:

- What do our students need to know, understand and be able to do?
- How will we know if students have learned it?
- What will we do if they experience difficulty learning it?
- What will we do if they already know it?

These questions are remarkably complex and should be the bases for conversations during PLC time that center around instructional strategies proven to work.

Domain 1: Planning and Preparation Charlotte Danielson	Classroom Instruction That Works McREL	Explicit Instruction Anita Archer	Questions/Examples	LPS Connections
<p><b>1a: Demonstrating Knowledge of Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knowledge of themes and smaller parts</li> <li><input type="checkbox"/> Knowledge of prerequisite relationships</li> <li><input type="checkbox"/> Anticipation of misconceptions</li> <li><input type="checkbox"/> Lesson plans, clear sequence</li> </ul>	<p><b>Setting Objectives</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Objectives are specific but not restrictive</li> <li><input type="checkbox"/> Share objectives w/ students and parents <ul style="list-style-type: none"> <li>• Where can both students and parents access your unit or lesson objectives?</li> </ul> </li> <li><input type="checkbox"/> Connect objectives to previous material</li> <li><input type="checkbox"/> Student personalize learning objectives</li> </ul>	<p><b>Sequence skills logically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Easier skills first</li> <li><input type="checkbox"/> High frequency skills first</li> <li><input type="checkbox"/> Break down complex skills</li> <li><input type="checkbox"/> Chunk information</li> </ul>	<p>What do I want all students to know, understand and be able to do at the end of this unit of study?</p> <p>How do my students know what is expected of them for this lesson?</p>	<p>This is really the first step of the data teams process. PLC teams should look at content together to identify what information is most important and where most students have the most difficulty. Creating a curriculum map is helpful.</p> <p><a href="#">Curriculum DocuShare folders</a> <a href="#">Curriculum Pages</a></p>
<p><b>1b: Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knowledge of development/special needs</li> <li><input type="checkbox"/> Knowledge of learning process</li> <li><input type="checkbox"/> Knowledge of student strengths</li> <li><input type="checkbox"/> Knowledge of student culture</li> <li><input type="checkbox"/> Makes accommodations</li> </ul>	<p>Teachers must use their knowledge of students to help everyone in their class <b>personalize the learning objectives</b>. All students should be able to articulate their connection to what they are learning based on their previous learning and skill level. Knowing the strengths of your learners allows you to set rigorous and realistic objectives.</p>	<p>Explicit Instruction is part of a series entitled, "What Works for Special-Needs Learners." Archer explains that instructional choices must be based on teachers deep understanding their students. She talks about the need to do almost continuous checks for understanding to fully realize the progression, strengths and needs of all.</p>	<p>Which students in my class have I found it difficult to build a relationship with and what will I try next?</p> <p>What do I know about my students beyond the classroom? Sports, activities, hobbies?</p>	<p><a href="#">CITW2 for ELL</a> <a href="#">Cultural Proficiency Road Map</a> <a href="#">Bilingual Liaisons</a> <a href="#">Youth Development Team</a> <a href="#">ELL programming</a> <a href="#">LPS Spec. Ed. resources</a></p> <p><a href="#">What are my high school students participating in this week?</a></p>
<p><b>1c: Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Outcomes represent core learning</li> <li><input type="checkbox"/> Clarity about what students will learn</li> <li><input type="checkbox"/> Identifies "big ideas" and "so what?"</li> <li><input type="checkbox"/> Objectives represent high expectations</li> <li><input type="checkbox"/> Cognitively challenging for all students</li> <li><input type="checkbox"/> Various ways to be successful in class</li> </ul>	<p><b>Setting Objectives</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Know, Understand, Be Able To"</li> <li><input type="checkbox"/> Share objectives to students and parents</li> <li><input type="checkbox"/> Connect objectives to previous material</li> <li><input type="checkbox"/> Students personalize learning objectives <ul style="list-style-type: none"> <li>• Ex: Ask students to look at objectives and think about how it connects to previous lessons.</li> </ul> </li> </ul>	<p><b>Begin lesson with statement of goals</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin by gaining student attention</li> <li><input type="checkbox"/> Tell what is to be learned and why</li> <li><input type="checkbox"/> Review prerequisite skills and knowledge before lesson begins</li> </ul>	<p>How do parents of my students know what their child is learning about?</p> <p>What is the most important thing for students to understanding at the end of this lesson? How will I assess this?</p>	<p>Write out your lesson objectives as a PLC group and decide how you will have students personalize them. Many curricular areas have already provided the big ideas within the standards.</p> <p><a href="#">CITW2 Handbook: Objectives</a> <a href="#">CITW2 Book: Objectives</a></p>
<p><b>1d: Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Correct use of materials and resources</li> <li><input type="checkbox"/> Uses technology to enhance instruction</li> <li><input type="checkbox"/> Text &amp; activities matched to skill level</li> <li><input type="checkbox"/> Range of school and community resources</li> <li><input type="checkbox"/> Outside materials are aligned with curric.</li> </ul>	<p>CITW2 has a number of "companion" resources to allow teachers to use their knowledge of the strategies in combination with other resources. CITW2 for ELL and CITW2 for technology are available to show how the strategies can be used to pull in outside resources based on the needs of students.</p>	<p>Anita Archer discusses an intentional selection of outside resources so that you may provide this list to students if/when you assign independent practice. It is also nice for parents to know what outside resources you recommend so that their students may learn to practice correctly.</p>	<p>What are the outside resources I frequently use to supplement district resources?</p> <p>What do I need from my administrator, district, or community to make this lesson successful?</p>	<p><a href="#">Library and Media</a> <a href="#">Professional Develop. ebooks</a> <a href="#">LPS foundation (Fund-A-Need)</a> <a href="#">CLASS plan</a> <a href="#">Atomic Learning</a> <a href="#">Curriculum Pages</a> <a href="#">Instructional tools approval</a> <a href="#">Instruc. tools communication</a> <a href="#">Google Apps for Ed. Training</a></p>
<p><b>1e: Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activities are aligned with the objectives</li> <li><input type="checkbox"/> Intentional use of <b>student groups</b></li> <li><input type="checkbox"/> Opportunity for student choice</li> </ul>	<p><b>Cooperative Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> positive interdependence</li> <li><input type="checkbox"/> individual accountability</li> <li><input type="checkbox"/> Maximum of 4-5 students</li> <li><input type="checkbox"/> Use consistently and systematically</li> <li><input type="checkbox"/> Model/discuss expectations</li> </ul>	<p>Giving adequate direct instruction prior to group work will decrease failure rates and frustration. Teams must be required to maximize their own and each others learning. The more time students are in teacher-led groups versus seatwork, the more instruction they each receive.</p>	<p>How do will I start my lessons to get student attention and get them focused on the core ideas?</p> <p>How will I maximize and measure "time on task" for my students?</p>	<p><a href="#">CITW2 Handbook</a> <a href="#">CITW2 Book</a></p>
<p><b>1f: Designing Student Assessments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessments match learning objectives</li> <li><input type="checkbox"/> Students know how they will be assessed</li> <li><input type="checkbox"/> Results guide future planning</li> <li><input type="checkbox"/> Variety of performance opportunities</li> <li><input type="checkbox"/> Assessments are authentic and relevant and focuses on what is most important</li> </ul>	<p>Assessments and feedback should tie back to the original learning objectives. When writing objectives students should be told in advance what they are expected to know, understand and be <b>able to do</b> as a result of your teaching.</p>	<p>Formative and summative assessments serve different purposes and thus, must be designed differently.</p>	<p>How will I use my formative assessment to make decisions about instruction?</p> <p>Did my summative assessment match what I told students they would need to know, understand and be able to do?</p>	<p><a href="#">Follow link &amp; click "Assessment"</a></p> <p><a href="#">Eval &amp; Assessment Presentations</a></p> <p><a href="#">Making the Most of Mult. Choice</a></p> <p><a href="#">Designing Great Hinge Questions</a></p>

Domain 2: Classroom Environment Charlotte Danielson	Classroom Instruction That Works McREL	Explicit Instruction Anita Archer	Questions	LPS Connections/ Resources/Articles
<p><b>2a: Creating Environment of Respect &amp; Rapport:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Politeness and encouragement</li> <li><input type="checkbox"/> Respectful talk, &amp; active listening</li> <li><input type="checkbox"/> Acknowledge student backgrounds</li> <li><input type="checkbox"/> Participation without fear of put downs</li> <li><input type="checkbox"/> Care about students beyond classroom</li> </ul>	<p>CITW2 provides a number of strategies to ensure that <b>student praise</b> does not feel shallow and contrived, but instead personal and well-deserved. In addition, CITW2 discusses strategies to help <b>cooperative learning</b> groups operate with respect. Above all else, the teacher must model and “pre-teach” the behaviors they desire most.</p>	<p>Antia Archer partners with <a href="#">Safe &amp; Civil Schools</a> which “helps K-12 educators develop a school culture of safety, civility, and academic productivity rooted in the belief that all people are to be treated with dignity and respect.</p>	<p>How will I encourage students to take risks and make mistakes?</p> <p>How do I model my expectations for respect?</p> <p>How do I let my students know that I value their culture and story?</p>	<p><a href="#">Classroom Culture Article...</a></p> <p><a href="#">Relationships Matter folder</a></p> <p><a href="#">Cultural Proficiency in LPS</a></p>
<p><b>2b: Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Belief in the value of what is being learned</li> <li><input type="checkbox"/> High expectations for all students</li> <li><input type="checkbox"/> Explanation and recognition of effort</li> <li><input type="checkbox"/> Display student work</li> <li><input type="checkbox"/> Students want to improve the quality of their own work and respectfully edit/correct the work of others</li> <li><input type="checkbox"/> Student questions indicate desire to learn</li> </ul>	<p><b>Reinforcing Effort &amp; Providing Recognition</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show link btwn effort &amp; achievement</li> <li><input type="checkbox"/> Share effort stories with students</li> <li><input type="checkbox"/> Explain what effort looks like</li> <li><input type="checkbox"/> Students track effort &amp; achievement</li> <li><input type="checkbox"/> Promote a mastery-goal orientation</li> <li><input type="checkbox"/> Praise is specific &amp; aligned with objective</li> <li><input type="checkbox"/> Use concrete symbols of recognition</li> </ul> <p>CITW2 also references Carol Dweck’s work on cultivating a “growth mindset” within your class. By helping students personalize objectives and set goals for their learning, students understand that everyone in the class is a work in progress.</p>	<p><b>Establish a culture that instructional time is important and must be optimized.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show students that you have put effort into the lesson and are ready to teach</li> <li><input type="checkbox"/> Start lesson on time</li> <li><input type="checkbox"/> Model what being prepared looks like</li> <li><input type="checkbox"/> Materials should be arranged in advance when possible</li> <li><input type="checkbox"/> Use strategies that maximize time on task.</li> </ul>	<p>What effort story from your own life could you share with your class today?</p> <p>How can I praise students in a way that shows I care about the process as much as the product?</p>	<p><a href="#">CITW2 Handbook: Reinforcing Effort &amp; Providing Recognition</a></p> <p><a href="#">CITW2 Book: Reinforcing Effort &amp; Providing Recognition</a></p> <p><a href="#">Great growth mindset video</a></p> <p><a href="#">Dweck TED talk</a></p> <p><a href="#">www.mindsetkit.org</a></p>
<p><b>2c: Managing Classroom procedures:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Smooth transitions between activities</li> <li><input type="checkbox"/> Clear routines and procedures</li> <li><input type="checkbox"/> Management of student groups</li> <li><input type="checkbox"/> Clear directions, students know what to do</li> <li><input type="checkbox"/> Neither slow paced nor rushed</li> </ul>	<p>Setting objectives are as much for teachers as they are for students. Objectives serve to manage pacing and protect instructional time. There can be time for teachable-moments, but almost all instructional time is focused on a clear objective. Teacher should reference objective multiple times during a lesson to bring class back to their original focus.</p> <p>Cooperative Learning also goes here</p>	<p><b>Design organized and focused lessons</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Protect time by staying on topic</li> <li><input type="checkbox"/> Well sequenced</li> <li><input type="checkbox"/> No irrelevant digressions</li> <li><input type="checkbox"/> Deliver the lesson at a brisk pace</li> <li><input type="checkbox"/> Increases on-task behavior</li> <li><input type="checkbox"/> “Avoid the void”</li> <li><input type="checkbox"/> List of situation requiring a routine/procedure (pg. 122)</li> </ul>	<p>How will I go over your classroom procedures at the start of the year?</p> <p>What are some procedures I know students still need help with?</p> <p>What does it look like to ask for a pass, use the restroom, get materials, get into group etc. in my classroom and when will I teach these?</p>	<p>PBiS and quality tier 1 supports are critical to minimize the need for additional tier 2/3 supports. Quality instruction is a key foundation of any tier 1 planning.</p> <p><a href="#">LPS PBiS</a></p> <p><a href="#">PBIS resources in DocuShare</a></p> <p><a href="#">Getting student attention</a></p> <p><a href="#">Transitions</a></p>
<p><b>2d: Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expectations are posted and enforced</li> <li><input type="checkbox"/> Behavior is taught and monitored</li> <li><input type="checkbox"/> Teacher redirection is effective</li> <li><input type="checkbox"/> Preventative actions by teacher</li> <li><input type="checkbox"/> Proximity and other strategies used</li> <li><input type="checkbox"/> Reinforcement of positive behavior</li> </ul>	<p>CITW2 does not specifically address student behavior. The instructional strategies are supported by research as the best way to engage students and thus, decrease management issues. Quality instruction that is challenging and engaging is the first tier of support in PBiS or any student expectation system.</p>	<p><b>Anticipate and pre-correct</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate what you expect</li> <li><input type="checkbox"/> Model the desired behavior</li> <li><input type="checkbox"/> “if you expect it, pre-correct it”</li> <li><input type="checkbox"/> “if you don’t demonstrate it, you will end up demonstrating it 100 times”</li> <li><input type="checkbox"/> “looks like” and “sounds like” charts</li> </ul>	<p>What positive behaviors do I want to recognize my students for?</p> <p>Do I use more positives or correctives in my class? How do I know?</p>	<p><a href="#">LPS PBiS</a></p> <p><a href="#">PBIS resources in DocuShare</a></p> <p><a href="#">Encouraging approp. behavior</a></p> <p><a href="#">Discouraging inapprop. behavior</a></p> <p><a href="#">B.I.S.T.</a></p>
<p><b>2e: Organizing Physical Space:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pleasant, inviting</li> <li><input type="checkbox"/> Safe environment</li> <li><input type="checkbox"/> Accessibility for all students</li> <li><input type="checkbox"/> Furniture suitable for the learning activities</li> </ul>	<p>Cooperative learning should be used each lesson each day and can be helped or hindered by the physical arrangement of the classroom. Cooperative learning does not need to be an extensive project or lab, and may be partners, triads or groups up to 5. Classroom should lend itself to both cooperative learning and discussions without a loss of instructional time.</p>	<p><b>Organize for instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Designate areas for specific activities</li> <li><input type="checkbox"/> Teacher in close proximity to students</li> <li><input type="checkbox"/> Be intentional with seating chart</li> <li><input type="checkbox"/> All chairs must face instruction</li> <li><input type="checkbox"/> Can move quickly around room</li> </ul>	<p>Is my classroom equitable for all students? Do all students have equal access to instruction?</p> <p>What planning went into my arrangement and seating chart?</p>	

Domain 3: Instruction Charlotte Danielson	Classroom Instruction That Works McREL	Explicit Instruction Anita Archer	Questions	LPS Connections
<p><b>3a: Communicating with Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clarity of lesson purpose</li> <li><input type="checkbox"/> Direct instruction/notes are easy to follow</li> <li><input type="checkbox"/> Clear directions and procedures</li> <li><input type="checkbox"/> Absence of verbal/written errors</li> <li><input type="checkbox"/> Information given in variety of ways (visual, spoken, etc)</li> <li><input type="checkbox"/> If asked, students can explain objective</li> </ul>	<p>Allow students to personalize the objective and explain why they are learning this material. Reference objective multiple times to bring class back to their original focus.</p> <p><b>Advance Organizers (before the learning)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use skimming as an advance organizer</li> <li><input type="checkbox"/> Use graphic advance organizers</li> </ul> <p><b>Summarizing and Note Taking</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use summary frames/sentence stems</li> <li><input type="checkbox"/> Provide teacher prepared notes</li> <li><input type="checkbox"/> Engage students in reciprocal teaching</li> <li><input type="checkbox"/> Teach a variety of note-taking formats</li> </ul>	<p><b>Focus on critical content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focus instruction on critical skills, strategies, vocabulary, concepts and rules that make the most difference.</li> </ul> <p><b>Use clear and concise language</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Terms should be consistent, unambiguous and depend on students vocabulary</li> </ul>	<p>In what areas of the lesson was I most/least clear about my expectations for learning?</p> <p>What vocabulary will all students need to be successful in this lesson?</p>	<p><a href="#">CITW2 Handbook: Summarizing and Notetaking</a></p> <p><a href="#">CITW2 Book: Summarizing and Notetaking</a></p>
<p><b>3b: Questioning and discussion techniques</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Questions at multiple levels of difficulty</li> <li><input type="checkbox"/> Focus on student thought process</li> <li><input type="checkbox"/> All student have chance to participate</li> <li><input type="checkbox"/> Students generate their own questions</li> <li><input type="checkbox"/> Not dominated by a few students</li> </ul>	<p><b>Cues &amp; Questions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focus on what is important</li> <li><input type="checkbox"/> Use explicit cues</li> <li><input type="checkbox"/> Ask inferential &amp; analytic questions</li> <li><input type="checkbox"/> Come up with questions in advance</li> <li><input type="checkbox"/> Ask follow-up questions, ask "why"</li> </ul>	<p><b>Require frequent responses</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ALL students respond frequently</li> <li><input type="checkbox"/> Responses can be oral, written, action</li> <li><input type="checkbox"/> Use choral responses &amp; elbow partners</li> <li><input type="checkbox"/> Avoid calling on students individually</li> <li><input type="checkbox"/> Wait-time depends on level of questions</li> </ul>	<p>What techniques did I use to make sure all students had opportunities to respond?</p> <p>What questions will I ask tomorrow to deepen their level of understanding?</p>	<p><a href="#">Make Your Questions Essential</a></p> <p><a href="#">5 Strategies: Questioning w/ Intention</a></p> <p><a href="#">CITW2 Handbook: Cues &amp; Quest.</a></p> <p><a href="#">CITW2 Book: Cues &amp; Quest.</a></p>
<p><b>3c: Engaging Students</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses variety of instructional techniques</li> <li><input type="checkbox"/> Students can demonstrate learning</li> <li><input type="checkbox"/> Students working harder than teacher</li> <li><input type="checkbox"/> Opening to grab attention,</li> <li><input type="checkbox"/> Time for closure to process learning</li> <li><input type="checkbox"/> Activities deepen student understanding and do not seem to "fill time."</li> <li><input type="checkbox"/> Students who already know content can expand and deepen their knowledge</li> </ul>	<p><b>Advance Organizers (before the learning)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use skimming as an advance organizer</li> <li><input type="checkbox"/> Use graphic advance organizers</li> <li><input type="checkbox"/> Narrative and expository</li> </ul> <p><b>Non-linguistic Representations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> graphic organizers, models, illustrations</li> <li><input type="checkbox"/> Kinesthetic movement</li> </ul> <p><b>Identify similarities and differences</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> compare/classify/metaphors/analogies</li> </ul> <p><b>Generating and Testing Hypothesis</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask student what would happen if...</li> </ul>	<p><b>Help students organize knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage students in making connections within and between concepts</li> <li><input type="checkbox"/> Help facilitate new understanding by connecting it to previous learning</li> </ul> <p><b>Provide examples and non-examples</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Present limitations of certain strategies</li> <li><input type="checkbox"/> students develop lists of examples and non-examples</li> </ul>	<p>How will I measure the level of engagement during a given lesson?</p> <p>Which students in my class do I find it hardest to engage in the lesson? What are some of the strategies I have tried with this student?</p> <p>When will I build time in my lesson for students to reflect on my teaching thus far?</p>	<p><a href="#">CITW2 Handbook by strategy</a></p> <p><a href="#">CITW2 Book by strategy</a></p> <p><a href="#">Adaptive Schools strategy cards</a></p>
<p><b>3d: Using Assessment in instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Frequent checks for understanding</li> <li><input type="checkbox"/> Students given quick and specific feedback of their learning</li> <li><input type="checkbox"/> Circulates to monitor responses</li> <li><input type="checkbox"/> Students can assess their own progress and know the criteria for proficiency</li> <li><input type="checkbox"/> Uses formative checks to guide lesson.</li> <li><input type="checkbox"/> Students see examples of quality work</li> </ul>	<p><b>Provide Feedback</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> what is correct &amp; what to do next</li> <li><input type="checkbox"/> timely &amp; criterion referenced</li> <li><input type="checkbox"/> Students participate in feedback process</li> </ul> <p><b>Homework and Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate purpose of practice</li> <li><input type="checkbox"/> Practice is short &amp; focused</li> <li><input type="checkbox"/> Practices is distributed over time</li> <li><input type="checkbox"/> Provide specific feedback on practice that is directly connected to the objective for the lesson.</li> </ul>	<p><b>Feedback: immediate, affirmative, corrective</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follow up on student responses quickly</li> <li><input type="checkbox"/> Prevent students practicing incorrectly</li> <li><input type="checkbox"/> End each correction by having student repeat the correct answer and why</li> </ul> <p><b>"I do it, we do it, you do it."</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gradually increase difficulty &amp; autonomy</li> </ul> <p><b>Provide distributed and cumulative practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide multiple opportunities for practice while folding in new material</li> </ul>	<p>What examples of exemplary work have I shown students this week?</p> <p>When will I have students evaluate their own work and give feedback to one another?</p> <p>What knowledge or pre requisite skills from previous lessons do I need to refresh or assess before I start the lesson?</p>	<p>1f is how teachers <b>design</b> assessments. 3d is how teachers and students <b>use</b> the results. As an example, 1f is about how PLC teams plan out their assessments in advance, where 3d is more about how teams use the data to discuss their plans for instruction.</p> <p><a href="#">Form. Assessment: Stiggins/DeFour Assess. Through Student's Eyes My Favorite No:</a></p>
<p><b>3e: Flexibility and responsiveness</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher can reflect on lesson</li> <li><input type="checkbox"/> Uses colleagues for assistance and ideas</li> <li><input type="checkbox"/> Use of "teachable moments"</li> <li><input type="checkbox"/> Adjustments based on student cues</li> </ul>	<p>Teachers decide which strategies, when to use them and how much to use them. Objectives, feedback, recognition, effort and cooperative learning should be used every day, with the other strategies being folded in</p>	<p><b>"Walk around, look around, talk around"</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch and listen to verify student mastery</li> <li><input type="checkbox"/> Make timely adjustment on the fly</li> <li><input type="checkbox"/> Also allows for better feedback</li> <li><input type="checkbox"/> Address common mistakes quickly</li> </ul>	<p>What is one change that will make a big difference when I teach this again next year? Where and how will I document this change?</p>	<p><a href="#">When a Lesson Goes Wrong</a></p>