



Clarifying and Modeling Clear Learning Targets

Essential Question: *What do students need to know, understand, and be able to do?*

Practice: Teachers clarify standards-based learning targets, define mastery and deliberately plan for effective assessment and instruction.

Strategy: Teachers communicate and model clear, standards-based, grade-level learning targets and what constitutes mastery with regard to product, performance and/or process.

Action: Teachers ensure that students can explain the long- and short-term learning targets and how classroom tasks relate to the essential learning.

Look-Fors:

- The teacher communicates the daily learning target in student-friendly language.
- The teacher refocuses the daily target throughout the lesson.
- The teacher checks that students understand the daily learning target.

Action: Teachers engage students with models of mastery or exemplars to ensure all students understand what defines success.

Look-Fors:

- The teacher shares and instructs with models of mastery or exemplar work.
- The teacher explicitly models the process, product, and/or performance connected to the daily learning target.
- The teacher checks that students understand what defines success.

Action: Teachers facilitate students in formulating and monitoring group and individual learning goals that reflect mastery.

Look-Fors:

- The teacher facilitates individuals in monitoring progress toward mastery.
- The teacher facilitates groups in monitoring progress toward mastery.



Creating a Balanced Instructional Design

Essential Question: *How will we teach effectively to ensure students learn?*

Practice: Teachers ensure student equity through challenging, deliberate and effective instruction.

Strategy: Teachers strategically create a balance between providing high-quality, explicit instruction that targets high levels of rigor and engaging students in well-designed, inquiry-based activities that foster discovery and learning at various Depth of Knowledge (DOK) levels.

Action: Teachers deliver strategic, explicit instruction and model the thinking necessary to perform rigorous tasks; they engage students in guided, collaborative, group and individual practice with tasks at various DOK levels.

Look-Fors:

- The teacher delivers explicit instruction appropriate to the task (“I do”).
- The teacher models higher level or metacognitive thinking appropriate to the task (“I do”).
- The teacher engages students in collaborative group practice and learning (“We do”).
- The teacher facilitates students in independent practice and learning (“You do”).

Action: Teachers intentionally use high quality questioning techniques ranging from DOK levels 1-3 and facilitate students in formulating their own questions at various DOK levels.

Look-Fors:

- The teacher uses questioning that requires students to process beyond habitual responses or recall (DOK 2).
- The teacher uses questioning that requires students to use reasoning or to justify answers (DOK 3).

Action: Teachers use inquiry-based learning tasks and methods and guide students in identifying, designing and researching their own questions (DOK 3-4).

Look-Fors:

- The teacher uses inquiry-based learning tasks.
- The teacher models questioning at DOK levels 3 and 4 to explore topics.
- The teacher facilitates students in identifying, designing and researching their own questions.



Checking for Understanding and Providing Feedback

Essential Question: *How will we know that students have learned?*

Practice: Teachers check for understanding to inform instruction and foster student ownership of learning.

Strategy: Teachers advance their own learning, together with their students' learning, through cycles of formative assessment and academic feedback.

Action: Teachers check for students' understanding through high-quality classroom discussion with 100% student participation.

Look-Fors:

- The teacher uses techniques to elicit responses from less verbal, reluctant students.
- The teacher checks students' understanding through classroom discussion.

Action: Teachers provide individual student academic feedback that is timely, descriptive and actionable, and that enables and motivates students to move their learning forward.

Look-Fors:

- The teacher provides descriptive and actionable feedback.
- The teacher provides timely feedback.
- The teacher uses academic vocabulary in providing feedback.

Action: Teachers intentionally gather and use formative student data, from a variety of sources, to monitor and adjust their instruction to meet their students' needs.

Look-Fors:

- The teacher performs multiple checks for understanding and makes timely adjustments to instruction.
- The teacher uses checks for understanding to surface and address student misconceptions.
- The teacher uses “Writing to Learn” activities to gather student evidence of learning.

Action: Teachers strategically conduct student observations and conferencing on a daily basis to gather and provide individual student academic feedback.

Look-Fors:

- The teacher moves through the classroom to observe and monitor.
- The teacher uses a variety of conferencing techniques.