Tool For Improvement

	O	S	K	Y
Have High Levels of Student Engagement **CEI Exhibited** Student- Centered Classrooms Teaching for Understanding Assessment FOR Learning Rigorous and Relevant Curriculum Teaching for Learner Differences	☞ Students were active in their learning. Facilitator acts as a coach ☞ Students were observed working with the content in a relevant way - creating conditions where **all** students were asking questions or collaborating.	☞ Students were mostly active in their learning. ☞ Teacher/Facilitator mostly acts as a coach ☞ Students were observed working with the content in a relevant way - creating conditions where **most** students were asking questions or collaborating	☞ Students were somewhat active in their learning. ☞ Teacher/Facilitator was giving some direct instruction ☞ Students were observed working with the content - creating conditions where **some** students were asking questions or collaborating.	☞ Students were inactive in their learning ☞ Teacher/Facilitator was giving only direct instruction. ☞ Students were not observed working with the content in a relevant way - creating conditions where **no** students were asking questions or collaborating.

High Levels of Engagement is when students are active in 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	*Having conversations on the topic	*Experimenting	
*Creating	*Providing evidence of learning	*Asking Questions	* Making Connections
*Labs	*Project-Based Learning	* Collaboration	* Creating a product
*Stations	*Application to real-world	* Portfolios	* Sharing learning
*Presenting	* Reading and taking notes	* Peer Teaching	* Leading Instruction
*Student self-assessment		*Discovering/Inquiring	

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Have their Learning Target –Posted, Verbalized, and have Student Awareness **CEI Exhibited** Student-Centered Classrooms Teaching for Understanding Assessment FOR Learning Rigorous and Relevant Curriculum Teaching for Learner Differences	☞ The GLB Learning Target was posted and visible to students ☞ The Daily Learning Target(s) was posted and visible to students during the lesson ☞ The Daily Learning Target(s) was clearly written and in student-friendly language ☞ The Daily Learning Target(s) discussion included how students will demonstrate success ☞ The Learning Target(s) discussion included how students will meet the target ☞ Students were included in a discussion of the meaning, relevance, and measurement of the Learning Target(s) ☞ **All** students who were asked 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 ☞ Students self-assessed their learning based on the daily Learning Target(s)	☞ The GLB Learning Target was posted and visible to students during the lesson ☞ The Daily Learning Target(s) was posted and visible to students ☞ The Daily Learning Target(s) was written in student-friendly language ☞ The Learning Target(s) discussion included the meaning of the target and some discussion of relevance and measurement of the Target(s) ☞ Students were included in a discussion of the meaning of the Learning Target(s) ☞ **Most** students who were asked could verbalize what they were learning, why they were learning it, and how their learning would be measured	☞ The GLB Learning Target was posted but not visible to students during the lesson ☞ The Daily Learning Target(s) was posted but was not visible to students ☞ The Daily Learning Target(s) was in teacher language ☞ A Learning Target(s) discussion did not take place ☞ Students were not included in a discussion of the meaning of the Learning Target(s) ☞ **Some** students who were asked could verbalize what they were learning	☞ The GLB Learning Target was not posted ☞ The Daily Target was not posted ☞ A Learning Target discussion did not take place ☞ **Few or No** students could verbalize what they were learning
	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: *Verbally communicated – what the GLB target is AND the Daily Target 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) * Providing a unit outline for students so they see the big picture and the steps in their learning *Reinforced by having students restate target on (their) own; write it in a notebook/computer and then self-assess at the end of each lesson *Creating analogies to help students connect with the goal of the Learning Target and the relevance of the Target *Students reflecting on the target frequently during the lesson - reminders of the purpose of the lesson *Providing work samples as a model for learning target expectations			

Tool For Improvement

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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	☞ Formative Assessment (FA) impacted instructional decisions for **ALL** students ☞ FA is directly connected to the Learning Target(s) ☞ FA was used multiple times to assess **ALL** students' learning ☞ Specific, targeted feedback was given to **ALL** students ☞ Peer/student critique process was used to help students improve learning	☞ Formative Assessment (FA) impacted instructional decisions for **MANY** students ☞ FA was connected to the Learning Target(s) ☞ FA was used to assess **MANY** students' learning ☞ Feedback was given to **MANY** students	☞ Formative Assessment (FA) impacted instructional decisions for **SOME** students ☞ FA was not connected to the Learning Target ☞ FA was used to assess **SOME** students' learning ☞ Feedback was given to **SOME** students	☞ Formative Assessment (FA) was **not** observed ☞ Feedback was **not** given

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.

*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	

Tool For Improvement

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Scaffold the Level of Bloom's Taxonomy in instruction - focusing on the top levels **CEI Exhibited** Student-Centered Classrooms Teaching for Understanding Assessment FOR Learning Rigorous and Relevant Curriculum Teaching for Learner Differences	☞ The lesson showed scaffold from the previous lesson ☞ Students were given opportunities to demonstrate analysis, evaluation or creation based on learning ☞ Students used metacognition to improve and adapt their learning ☞ Students tasks included: create presentations, make and/or justify answers, produce or create content, develop processes of thinking or create new products ☞ Levels of Thinking **at least** the **Analyze** level of Bloom's	☞ The lesson showed scaffold from the previous lesson ☞ Students were given opportunities to demonstrate application of learning ☞ Students used metacognition to improve their learning ☞ Students tasks included: organize presentations, writing or solve problems ☞ Levels of Thinking the **Application** level of Bloom's	☞ The lesson was somewhat scaffold from the previous lesson ☞ Students were given opportunities to demonstrate understand understanding of learning ☞ Students used tools to explain, discuss, compare/contrast, or categorize ☞ Levels of Thinking at the **Understand** level of Bloom's	☞ The lesson was not scaffold from the previous lesson ☞ Students were given the opportunity to demonstrate knowledge of learning ☞ Students used tools to identify, recall, recite, name, spell, find or locate ☞ Levels of Thinking at the **Remember** level of Bloom's

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 metacognition to reflect and assess their own learning.

High levels of Thinking can be observed in classrooms in the following ways:
* 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 demonstrate what they learned - students teaching other students
* 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 demonstrate learning
* Students create a product – new and innovative ideas or information
* Students are asked to reflect on why they chose a certain method to solve a problem

Tool For Improvement

	* Students are solving problems and/or seeking solutions and then explain their thinking verbally or in writing * Students demonstrate self-assessments of their learning			
	O	**S**	**K**	**Y**
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	☞ Used **several** instructional techniques ☞ District promoted best practice techniques were used ☞ Students were given **multiple, extended** opportunities to practice a concept or skill ☞ The Instructional Techniques were an **excellent** match for the intended learning outcome	☞ Used **more than one** instructional technique ☞ District promoted best practice techniques were used ☞ Students were given an **extended** opportunity to practice a concept or skill ☞ The Instructional techniques were a **good** match for the intended learning outcome	☞ Used **one** instructional technique ☞ District promoted best practice technique was used ☞ Students were given a **short** amount of time to practice a concept or skill ☞ The Instructional Technique was **somewhat** a match for the intended learning outcome	☞ Used **one** instructional technique was observed ☞ District promoted best practice technique was not used ☞ Students were **not** given an opportunity to practice a concept or skill ☞ The Instructional Technique was **questionable** for the intended learning outcome

Instructional techniques are various ways an instructor facilitates the learning of their students.
Those underlined are promoted in the district/buildings or advocated by the Iowa Core.

Others are best practice techniques to elicit high level thinking and should be considered when planning - the list is not intended to be exhaustive, but merely a guide

Examples of district promoted best practice instructional techniques you might use in your classroom to help facilitate high levels and deep conceptual knowledge of students.

*Conferencing	*Jigsaw	*Turn and Talk	*Graphic Organizers	*Cooperative Learning
*Shared Reading	*Modeled Reading	*Pair-Share	*Quick Writes	*Independent Writing
*Providing Evidence	*Songs and Rhyme	*Workshop Model	*Inquiry-Based Learning	*Project-Based Learning
*Close Reading	*Guided Reading	*Strategy Groups	*Interactive Reading	* Shared Reading
*Small Group Instruction	*Stations	*Partners	*Presentations	*Interactive Lecture
*Student Choice Based	*Role Playing	*"Pictionary"	*Gallery Walk	*Double Entry Journal
*Debates	*Modeled Writing	*Question/Discussion	*Note taking	*Visualization
*Simulations	*Project Design	*Experiments	*Creating models	*Independent Reading
*Research and teach	*Summarizing	*Guided Writing	* Interactive Writing	*Gradual Release
*Fluency	*QAR	*Vocabulary	*Writing processes	*Text Evidence