

SOEI FOCUS AREAS

3Aii: Communicate learning targets and directions

- Students can articulate what they are learning and why
- Learning targets reference (directly or indirectly) throughout the lesson
- Overlapping learning targets so that children make connections throughout the day (cross content)
- Ask students to match Learning target to current activity
- Learning target is in language students understand and is explained/clarified

3Bi: Uses instructional strategies to engage students in learning

- All children are being held accountable to the learning
- 1-5 fingers
- White boards
- Pre- and Post- learning
- Student interest
- Differentiation
- Interactive talk strategies used
- Launch-5-10 min, explore-10-20 min, summary-5-10
- Children are doing
- Student choice
- Higher order thinking (Bloom's Taxonomy, Webster's Depth of Knowledge)
- Partner talk so all children are participating
- Promethean board is a tool
- Students are held accountable to listening to peers and paraphrasing their thoughts

3Bii: Uses Questioning and Discussion Techniques

- Students actively challenge one another's assertions and require a reasonable explanation or proof!
- Students design their own low and high level questions rather than depend on teacher
- Tell/explain what your partner said. Agree or disagree? Why?
- Have students write questions (engage students who are less verbal)
- Visuals to support discussion are used by students
- Stop and think

3Ci: Uses Formative Assessments to Inform Instruction

- White boards, thumbs up/thumbs down
- Conferring with students
- Use of curriculum guides/district assessment
- Discuss pre- and post- observations (i.e. assessments you've used to determine the lesson)

- Observing students' written work
- Listening to students explain their thinking
- Running records
- Using a scale 1-5 on how students felt they did on achieving the learning target
- Teachers bring formative assessment data to PLCs and articulate who needs what and how to get there

3Cii: Provides Academic feedback to Advance Learning

- Feedback is specific rather than praising
- Feedback extends the learning and leads to questions
- Feedback confirms and moves thinking
- Students also provide specific, high-quality feedback to one another in peer reviews/edits.
- Oral and written feedbacks are consistently academic focused, frequent and high quality.
- Feedback relates to the lesson objective (causes kids to think, specific, timely, varied)
- Students ask clarifying questions and use academic language