



Planning and Designing Learning Experiences for All Students	Understanding and Organizing Subject Matter for Student Learning	Creating and Maintaining Effective Environments for Student Learning	Assessing Student Learning	Engaging and Supporting All Students in Learning
<ul style="list-style-type: none"> • <i>To help you achieve the goal of maximum student thinking, please consider designing your teaching point with the statement ‘Students will be able to _____ by the end of the lesson’.</i> • Is there a teaching point? Is it clear to the students? • How is the teaching point relevant to the students’ lives & to the enduring understandings of the unit? 	<ul style="list-style-type: none"> • How are the activities planned so that students can arrive at the teaching point? • Have you differentiated and scaffolded your lesson so that all students are working within their zone of proximal development? • Are students intentionally grouped and what evidence do you use to group them? • What tools are being used to solve/address the students reading and writing issues? 	<ul style="list-style-type: none"> • Is the classroom organized in a way that welcomes students and communicates high expectations? • Is there evidence (foot prints) in the classroom of what the students are learning from the current unit? • Does the teacher’s management of the class allow for serious academic work? 	<ul style="list-style-type: none"> • How are you checking for understanding throughout the lesson? • How are you capturing and recording student understanding in order to plan future lessons? • Is there sufficient time for Special Education teachers to assess their students’ understanding? 	<ul style="list-style-type: none"> • Are your questions asked in a way to challenge students to think critically? • Is there sufficient time planned in the lesson for students to process ideas and practice skills? • Are all students engaged and being pushed to their zone of proximal development?