



| 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 |
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| <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? |