




Learning Target: Teachers will deepen understanding of Effective Practices in Assessment, Student Engagement & Questioning and Discussion

Evaluation Focus	Legends Standards	Evidence of Effective Practice
<p style="text-align: center;"><u>Using Assessment in Instruction</u></p> <p style="text-align: center;">6.1 and 6.3</p>	<p>6.1 Design and or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills</p> <p>6.3 Engages learner in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress</p>	<ul style="list-style-type: none"> ● Assessment Criteria ● Monitoring Of Student Learning ● Feedback To Students ● Student Self-assessment & Monitoring Of Progress ● Lesson Adjustment ✓ Is feedback to students timely, constructive, and substantive? ✓ Does feedback provide guidance for students to improve? ✓ Are the assessment criteria clear? ✓ Is there evidence of the use of rubrics? ✓ Does the teacher monitor student learning through formative assessments, including proximity? ✓ Is there evidence of lesson adjustment in response to formative assessment?
<p style="text-align: center;"><u>STUDENT ENGAGEMENT</u></p> <p style="text-align: center;">5.1 and 5.2</p> <p style="text-align: center;">8.3 and 8.5</p>	<p>5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.</p> <p>5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches</p> <p>8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.</p> <p>8.5 Engages all learners in developing higher order thinking skills and metacognitive processes.</p>	<ul style="list-style-type: none"> ● Activities and Assignments ● Grouping of Students ● Instructional Materials and Resources ● Structure and Pacing ✓ Is there evidence of gradual release strategies: "I do, We do, You do." (Model, Guided Practice, Independent Practice) ✓ Are transitions (including groupings) quick? (10 sec.) ✓ Are instructional materials and resources engaging? ✓ Is the pacing fast enough to keep their attention? ✓ Is the pacing slow enough for most students to master skills? ✓ Is there evidence that students have rehearsed structures?
<p style="text-align: center;"><u>QUESTION & DISCUSSION</u></p> <p style="text-align: center;">8.4 and 8.5</p>	<p>8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.</p> <p>8.5 Engages all learners in developing higher order thinking skills and metacognitive processes</p>	<ul style="list-style-type: none"> ● Quality of Questions ● Discussion Techniques ● Student Participation ✓ Do many simple questions scaffold higher order questions? ✓ Are students given opportunities to discuss questions with partners or groups? ✓ What is the level of student participation?

Directions: List Effective Strategies for Each Focus Area. These can include strategies demonstrated in the videos, strategies discussed during today's workshop or strategies from your own toolbox. These strategies can be included in your TED Student Learning Goals (SLG).

Evaluation Focus	Strategies
<p data-bbox="107 396 506 496"><u>Using Assessment in Instruction</u></p>  <p data-bbox="197 623 415 662">6.1 and 6.3</p>	
<p data-bbox="163 786 453 886"><u>STUDENT ENGAGEMENT</u></p>  <p data-bbox="134 1013 483 1052">5.1, 5.2, 8.3 & 8.5</p>	
<p data-bbox="180 1175 436 1276"><u>QUESTION & DISCUSSION</u></p>  <p data-bbox="197 1403 415 1442">8.4 and 8.5</p>	

