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| **Literacy** | |
| **What you may observe in the classroom** | **Questions you may ask during reflection** |
| * A classroom library, containing a variety of literary and informational texts (genre, subject matter, levels, form, picture) * Books that represent a variety of cultures, experiences and backgrounds (even languages) * Levelled books (early years) * Alternate and flexible learning spaces * Print rich environment (visible words, ideas, questions, invitations) * Flexible groupings * A balance between small group instruction and whole group instruction * Students deeply engaged in tasks with a clear purpose * Students engaging in multiple texts; comparing, contrasting, connecting * Student who are familiar with the routine and can move from activity to activity with independence * Ore-teaching of routines and correcting/adjusting when necessary * Students using technology as part of their learning * Students talking about reading * Students discussing, learning, sharing and collaborating with each other * Teacher facilitating and assisting * Evidence of one-on-one conferring; feedback, reflection time * Teacher and student modelling of comprehension strategies * Strategy cues through anchor charts, graphics, curriculum connections charts * Visible thinking and learning – the process of learning is visible; not just the product * Teacher and students using a shared language related to literacy * Gradual Release of Responsibility Model – all four phases are used, depending on student need * Think alouds and explicit teaching * Instructional practices that link RAD and DLR to ELA – all part of the same thing * Teacher talking about literacy and process; not content or context in isolation * Students asking questions and monitoring their own learning * Opportunities built into routine for student reflection (individual and small group) * Students engaged in learning experiences with authentic audiences and purposes * Big ideas and essential questions incorporated throughout lesson * Productive noise and movement * Student exemplars * Good fit books (*IPick)* * Various levels of Bloom’s Cognitive Processes (remember, understand, apply, analyze, evaluate & create) * Various levels of Bloom’s Knowledge Dimension (factual, conceptual, procedural, metacognitive) * More student talk, less teacher talk * Continuous formative assessment and pre-assessment * Authentic use of rubrics; student have developed an understanding of criteria * Safe and respectful environment for risk-taking * Pauses for think time * Variety of reading (modelled, shared, guided, and independent) * Responding to reading in a variety of ways (oral, written, represented, informal, formal) * Students engaged in self-assessment, reflection and goal setting * Learners are engaged through “Invitations” that immediately engage and provoke wonder * Classroom invites focus on the learning happening “right now” – there is a good balance between editing and stimulating * Evidence of word work, listening, viewing, representing, speaking- multi-modal environment | * How do you develop/foster common language? * How do you incorporate technology? * Were students engaged? Why or why not? * What helps you determine if students are engaged? * How do you provide for small group and one-on-one interaction? * How are you using data to respond to student needs? * How do you make the environment safe for all learners? * What are students working on? What is the curricular outcome? Big idea? Essential questions? * How often are students allowed to choose where they will work and what they will explore? * How do your flexible groupings maximize learning? * How do you use your Daily 5 time? * What approach works best for developing learning strategies? * What determines the nature of your instructional approach? * How are you incorporating RAD and DLR into ELA? How do you see them connecting? * How can you keep students accountable while you work with small groups? * How do you determine groupings? * How do you embed assess and reflect into daily practice? * What could you add to your environment that might further invite students to read? * How do you build stamina and independence in learners? * What is the purpose of the visuals on the classroom walls? Do you have enough? Too much? How do you know? * Do students understand the purpose of your anchor charts? Who makes them? * What mentor texts do you use? Which ones do students find most useful? * How do you ensure students are engaged? * If they are not engaged, how do you attempt to re-engage? * Do students know the strategies that best support their learning? Do you feel every student is increasing independence? * What tools are in your instructional strategies toolbox? * How will today’s focus connect to tomorrow’s lesson? * How do you ensure progression of unit, appropriate pacing, and continuous feedback? * How have you created a literacy-rich environment? * How do you invite connect and perspectives of other cultures and worldviews into your learning environment? * How do you ensure students get the interventions they need? * How do you know whether or not your interventions have worked? * How do you find time for conferring one-on-one? * How do you help students to find books they enjoy? * How do you decide where students are in the Gradual Release of Responsibility model? * How could you make the process of learning visible? * What is your favourite method for offering feedback? * How often are you assessing student reading levels? * Where do you look for resources that address student needs? |