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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?
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