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| **Culturally Relevant and Engaging Curriculum** |
| **What you may see in the classroom** | **Questions you may ask during reflection** |
| **Pedagogy** |
| * Contexts that are broad, meaningful to students and connected to the outcomes
* Students asking their own questions
* FNMI content and perspectives as part of the lesson
* Consistent student engagement on outcome exploration
* Exploration of outcomes in more than one subject area (cross-curricular)
* Teacher using a thorough and well-considered lesson/ day plan
* Students and teachers clearly moving together toward understanding of outcomes
* Lesson has a clear progression and “flow” with smooth transitions
* Outcomes are the main focus of the lesson
* Focus on community and society through discussions, action plans, information, etc.
* Students are engaged in learning experiences with authentic audiences and purposes
* Students accessing devices when it is meaningful to them
* Students and teachers using digital tools ethically, responsibly and effectively to reach outcomes (students can name the outcome they are working on)
 | * How did you design your learning experience today? What factors did you consider?
* How well do you think each student moved toward outcome learning? Where were the barriers and why? What did you do?
* How engaged do you feel each student was?
* How well were students able to navigate transitions?
* How well did students fulfill your expectations for them?
* How did you use essential questions and big ideas in your lesson today?
* How would you change this lesson for next time?
* What will you do tomorrow to advance learning?
* Where does this lesson fit in your overall unit?
* How did you address the need for some students to receive enriched understanding?
* How did you plan for differentiation?
* How well do you think the students understood the purpose for what they were doing? How did you identify this?
* How did you explore FNMI perspectives?
* How did this lesson connect to student interests and lives? Do you think they understood this connection?
* In what ways did the digital tools help learning the outcomes? In what ways did they challenge learning? Do you think the students understand this?
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| **Key Elements** |
| * Explicit teaching of learning strategies
* Learning emerges from an essential question (student or teacher)
* Essential questions and Big Ideas are referenced in the lesson
* Students are being invited to think about and reflect on their own thinking
* Students are engaged in flexible exploration of outcomes (more than one approach to an outcome)
* Treaty Education and FNMI are part of the learning experience
* Questions asked by both teachers and students venture into high levels of thinking
 | * How well do you think the students applied learning strategies? How did you work on developing learning strategies today?
* Which questions were asked today and who asked them? What kinds of questions were asked?
* How were students invited to reflect today?
* How was choice built into your lesson? How did students respond to this choice?
* How did you plan to ask high level questions? Where did you want students to get to in their learning today?
* Was process the focus of your lesson or was product and why?
* How did you “hook” the learners today? Did it work?
* How did you build inquiry into the lesson today? How will you continue to build it tomorrow?
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| **Targeted and Relevant Professional Learning** |
| **What you may see in the classroom** | **Questions you may ask during reflection** |
| **Efficacy** |
| * A variety of instructional approaches in a single period
* Teachers asking students for feedback on learning experiences
* Evidence of reflection by the teacher (based on formative assessment gathered, with other adults in the room, etc.)
* Daily planner or other spot to record successes and challenges
* Risk-taking and exploration of new approaches to teaching and learning
* Sensitivity shown when exploring challenging topics
* Evidence of professional growth materials in the room (Twitter, books)
 | * How many instructional approaches did you use today? Why did you make the choices you did? How did students respond?
* How did you invite feedback from the students? How do you feel about what they told you?
* How do you communicate the learning plan to your EA? The students? Is it working for you?
* Where do you note successes and challenges during the lesson? How will you use this information tomorrow?
* What new things are you trying in your teaching? How are things working?
* How did you approach tough topics today? How did students respond?
* How are you learning these days? Where do you go for information and ideas?
* How are you using digital tools yourself?
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| **Differentiated, High Quality Instruction** |
| **What you may see in the classroom** | **Questions you may ask during reflection** |
| **Learning Environment** |
| * Students in more than one configuration in a class period (centers, pairings, small groups)
* Students engaging in flexible groupings in a responsible and authentic way (they clearly have practiced collaborative skills)
* Students making decisions about how they will “be” within their environment and showing comfort with all aspects of the room and using the room and the resources within it effectively
* Learners are engaged through “Invitations” that immediately engage and provoke wonder
* Walls are used as a learning surface – students use various spaces in the room to “make sense” of the outcomes
* Classroom invites focus on the learning happening “right now” – there is a good balance between editing and stimulating
* A wide variety of resources are available and accessible for students
* Student make learning decisions based on their own needs
* There are resources that invite creativity and inquiry
* Learning is captured through photos, artifacts, documentation and students have clearly been involved in the process
* The environment allows students to self-regulate when needed
* The instructional area is free of distracting – directs learning
* Students can confidently navigate routines and transitions (schedules, personal care routines)
* The environment invites “play” for all age groups
* Devices being used by teachers and students
 | * How did students access and use resources today? Was it successful? Were there diverse resources available? Why or why not?
* How did you make grouping decisions today? Were the groupings effective? Did you get the results you hoped for?
* How did student use the space today? Did they make choices within the space and self-regulate when needed? How did this work for you?
* How did you engage students and provoke wonder today?
* How did the students know what was important to focus on today? How will this focus change tomorrow?
* What aspects of your lesson invited creativity, choice-making and inquiry? How did you accomplish this?
* How did you and the students capture learning today? Were students a part of this process? How will they use the information captured tomorrow?
* How is your space designed to promote learning? What changes would you make?
* How well did student navigate routines and transitions today?
* How was today fun for you? For your students?
* How were various tools (digital, creative, inquiry) made available for students? What are the “rules” and did students follow them?
* Are your resources current? Engaging? Organized? Available? Useful?
* How did students use digital tools in class today? Why did you make the decisions you did? Did you get the results you hoped for?
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| **Responsive Instruction** |
| * Students are working in different ways, depending on readiness, understanding and learning preference and are comfortable with it
* Students can identify and make choices based on their learning preferences
* There is focused attention to learning strategies based on student needs (process and product are discussed and held as important)
* Students are engaged in pre-assessment and formative assessment
* Students and teacher are frequently engaged in the feedback process
* Behaviour is pre-corrective and positive behaviours are reinforced in a variety of ways
* Students are engaged throughout the lesson and finish learning experiences at similar times
* When engagement is not occurring, the teacher adjusts instruction and responds to behavioural concerns pro-actively and respectfully
* Authentic anchor activities are utilized when necessary
* RtI interventions are applied seamlessly
* All adults in the room are interacting with all students
* A variety of instructional strategies are used in a single lesson (together-apart-together)
* Digital tools used for learning and/ or assessment in flexible ways
 | * How did you feel about the pace of this lesson? What parts were timed well and what parts were not?
* How did you plan for differentiation today? When did you have to adapt “in the moment” and why? How did you respond to needs as they emerged?
* How were students offered choices today? How did they respond?
* How did you develop learning strategy skill in this lesson? Did it seem to work? How do you know?
* How did you use assessment to plan for today’s lesson?
* How did you assess today and how will you apply it tomorrow?
* How was feedback built into the lesson? Who gave it? Would you change this for tomorrow?
* How did you pre-correct for behaviour? How did you reinforce positive behaviour?
* How did you correct negative behaviour? Did it work? What now?
* How well was each student engaged today? Why? Will you adjust instruction tomorrow and if so, how?
* What did students do when they were “done early”? How did you plan for this? How are anchor activities connected to outcome learning?
* How was the EA utilized today?
* How did you make instructional decisions today?
* How did you group students today and why? How did it work?
* How will you use digital tools for future learning?
* Which students responded best and were most confident today? Why?
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| **Culturally Appropriate and Authentic Assessment** |
| **What you may see in the classroom** | **Questions you may ask during reflection** |
| **Data Collection Tools** |
| * Open discussions about data such as RAD, etc.
* Data is collected and recorded by students – they are familiar with how data can inform learning (there is a relaxed attitude about any data – it just informs us)
* Assessment events are directly connected to outcomes
* Discussions occur about both academic and behavioural data
* Rubrics and other tools being used are directly connected to curricular outcomes and share the continuum used and reported by the NESD (EU,FM,MM,NY)
* StudentsAchieve and TPM are accessed by the teacher (and students)
* The NESD Rubric is visible in the instructional area
 | * How did students keep track of their progress today?
* How was data used in the lesson today? Who was responsible for collecting information about learning?
* How was assessment connected to outcome learning today? How did assessment inform instruction?
* How were rubrics and other assessment tools used today? How did you explain the expectations for learning?
* Did you use exemplars? What effect did this have on student products?
* How does the information in TPM and/ or SA affect your daily instruction? How often do you enter data?
* How does the NESD Rubric inform your practice?
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| **Classroom Assessment Practice** |
| * Students are pre-assessed and/or formatively assessed in the lesson
* Assessments are referenced as a way to plan and as a way to offer feedback
* Learning is captured through photos, artifacts, documentation and students have clearly been involved in the process
* Students identify the criteria for outcome success
* All assessments are connected to outcomes
* Behaviour is assessed and feedback is offered.
* Students approach summative assessment events with confidence
* A variety of assessment tools are used in a lesson (anecdotal, exit cards, rubrics, etc.)
* Students are assessing themselves and/or peers, reflecting and identifying goals and strategies for improved learning
* Students are offered choice (process or product) on assessment events
* Lessons/ groupings are flexible and varied based on assessment data
 | * How did you pre-assess for the outcome(s) you are working on? How did you formatively assess today? How is this affecting your planning?
* How were assessments and feedback connected today? Who gave the feedback? How did that process go?
* How are you capturing and collecting evidence for learning? Are students a part of this process?
* How did your learning experience connect to the outcome?
* How did students feel about assessment today? How did each student respond? How did each student do?
* How did you decide to group students today? How did you assess students today? How was this connected to assessment?
* How will you assess tomorrow? What will the summative assessment look like? Are students aware of how they will be assessed and what will “count?”
* How did you monitor digital tool progress and use?
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| **Strong Family, School, and Community Partnership** |
| **What you may see in the classroom** | **Questions you may ask during reflection** |
| **Climate and Culture** |
| * Classroom expectations and values are visible and the students clearly understand and accept them
* When students are disengaged, instruction is adapted
* Students and adults are smiling and comfortable
* Students are highly engaged in learning throughout the lesson
* The classroom is physically and emotionally safe
* Leadership is shared by teacher and students
* The environment is well-cared for, clean and purposeful
* Students and teachers are comfortable with risk-taking and collaboration (little anxiety)
 | * How did you create and promote a feeling of community in class today?
* How was behaviour today? How did you respond to the good and the not-so-good?
* How did you feel in class today? How do you think the students felt? How do you know?
* How did you work toward engagement today?
* How do you plan for emotional and physical safety with this group of students?
* How did you share leadership today?
* Who was responsible for care of the environment? How do you help students to learn how to be respectful and responsible for their classroom and classmates?
* What would you students say is valued the most in your class? How do they know? Is their perception reality?
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| **Partnerships** |
| * Families are represented in the room (photos, physical presence, through learning experiences)
* Focus on community and society through discussions, action plans, information, etc.
* Multiple perspectives are honoured (verbally, through artifacts in the room, through learning experiences)
* Students have a voice in the room and what happens there
* Learning happens outside the four walls of the classroom and school and community people are engaged in learning (principal, administrative assistant, community speakers, field trips)
 | * How were families part of the learning today?
* How did you incorporate other perspectives in the lesson today? Where did you go for these perspectives? Did it have the results you hoped for?
* How did you take learning beyond the school today? What will you do tomorrow to build on this broader perspective?
* How did students express themselves today? Did you hear from every student? What will you do tomorrow?
* How do you develop a sense of community and connection to others in your classes?
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| **Collaborative Culture** |
| * Students work with a variety of their peers without complaint
* Students engaging in flexible groupings in a responsible and authentic way (they clearly have practiced collaborative skills)
* Students using digital tools to collaborate with each other and the outside world
* There is a spot for students to post their questions as they emerge (digital or on the wall for example)
* Flexible groupings are used throughout the lesson
* Teacher working with other adults in the classroom – continuous discussion with all partners being clear on the learning process
* Tiered support within the lesson, depending on diverse needs of students
* Students encourage and support each other
 | * How did students work together today? How did they work on their own? How did you decide what parts were collaborative and which weren’t?
* How comfortable were students with group work today? How did you prepare them to work well and purposefully together?
* How well do you think students understood the purpose for working collaboratively today?
* What tools did student use to collaborate today?
* How did students share their questions and record their thinking today? Did it invite further collaboration?
* Who did each student work with today? Was it an effective working relationship? How will you group tomorrow?
* How did you share the learning plan with the students and anyone else in the room?
* How did you plan for diverse needs? Did your plan work? What would you do the same tomorrow? Differently?
* How did you invite students to celebrate and support each other? Did it work?
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**Area(s) of focus for the lesson:**

 **Pedagogy Key Elements Efficacy NML and DC Learning Environment**

 **Responsive Instruction Data Collection Tools Classroom Assessment**

 **Culture and Climate Partnerships Collaboration**

Comments:

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