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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? | |
| **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? | |
| **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? |
| **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? |
| **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? |
| **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? |
| **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? |
| **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? |
| **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? |
| **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? |

**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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