Lesson Segments Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence
- ❒ Teacher has a learning goal posted so that all students can see it
- ❒ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- ❒ Teacher makes reference to the learning goal throughout the lesson
- ❒ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- ❒ Teacher makes reference to the scale or rubric throughout the lesson

Student Evidence
- ❒ When asked, students can explain the learning goal for the lesson
- ❒ When asked, students can explain how their current activities relate to the learning goal
- ❒ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Scale Levels: *(choose one)*
   ❑ Innovating   ❑ Applying   ❑ Developing   ❑ Beginning   ❑ Not Using   ❑ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Teacher Evidence
❒ Teacher helps student track their individual progress on the learning goal
❒ Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
❒ Teacher charts the progress of the entire class on the learning goal

Student Evidence
❒ When asked, students can describe their status relative to the learning goal using the scale or rubric
❒ Students systematically update their status on the learning goal

Scale Levels: *(choose one)*
❒ Innovating ❒ Applying ❒ Developing ❒ Beginning ❒ Not Using ❒ Not Applicable

3. Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

Teacher Evidence
❒ Teacher acknowledges students who have achieved a certain score on the scale or rubric
❒ Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
❒ Teacher acknowledges and celebrates the final status and progress of the entire class
❒ Teacher uses a variety of ways to celebrate success
  • Show of hands
  • Certification of success
  • Parent notification
  • Round of applause

Student Evidence
❒ Student show signs of pride regarding their accomplishments in the class
❒ When asked, students say they want to continue to make progress

Scale Levels: *(choose one)*
❒ Innovating ❒ Applying ❒ Developing ❒ Beginning ❒ Not Using ❒ Not Applicable

4. Student Interviews

Student Questions:

  • What learning goal did today's lesson focus on?
  • How well are you doing on that learning goal?
  • Describe the different levels you can be at on the learning goal.