USD #443 Dodge City Public Schools eWalkThrough (Rigor)

CREATING THE LEARNING ENVIRONMENT
(Relationships, Responsive Culture)

☐ SETTING OBJECTIVES AND PROVIDING FEEDBACK
http://www.colorincolorado.org/article/49646/

Mastery (content) Objective answers the questions "What will students learn in this class?" and "How will I know they learned it?"

Language (by what means) Objective answers the question, "What language does the student need to understand and produce to fully participate?"

- ☐ The learning objective states what the students will learn and how the learning will be demonstrated.
- ☐ The learning objective matches what students are learning
- ☐ Students know & understand the mastery objective

Checks for Understanding/Formative Assessment is the process of monitoring learning to ensure students possess the skill or information taught

- ☐ Oral Language
- ☐ Questioning
- ☐ Writing
- ☐ Projects and Performances
- ☐ Teacher provides specific feedback about student's accuracy and/or effort

HELPING STUDENTS DEVELOP UNDERSTANDING
(Relevance)

CUES, QUESTIONS, AND ADVANCE ORGANIZERS

- ☐ Use explicit cues
- ☐ Ask inferential questions
- ☐ Ask analytic questions

☐ **NON-LINGUISTIC REPRESENTATIONS**

Academic Language Experiences

- ☐ Direct vocabulary instruction in use (teacher led)
- ☐ Academic Discourse is evident
  - ○ Specific classroom structures to facilitate academic conversations
  - ○ Informal academic conversation

EXPLICIT INSTRUCTION
(Results)

- ☐ Direct instruction
- ☐ Modeling/Demonstration
- ☐ Guided Practice
- ☐ Monitor Independent Student Practice

Support staff is effectively supporting the classroom.

- ○ Yes
- ○ No
- ○ N/A

Technology is in use to enhance or extend the learning.

- □ By Teacher
  - ○ Yes
  - ○ No
  - ○ N/A
- □ By Student
  - ○ Yes
  - ○ No
  - ○ N/A

BLOOMS/DEPTH OF KNOWLEDGE (Mark Highest Observed)

O Not Observed

O RECALL	O SKILL/CONCEPT		O STRATEGIC THINKING		O EXTENDED THINKING
Recalling	Explaining	Implementing	Appraising	Hypothesizing	Designing
Listing	Summarizing	Illustrating	Comparing	Critiquing	Constructing
Memorizing	Classifying	Experimenting	Contrasting	Judging	Producing
Describing	Interpreting	Demonstrating	Examining	Ranking	Planning
Defining	Paraphrasing	Solving	Questioning	Defending	Improvising

HYPERLINKS

Cues, Questions, & Advance Organizers Section

Use explicit cues

Cues-These are straightforward ways of activating prior knowledge. Using cues, teachers can provide students with a preview of what they are about to experience or learn.

A. KWL Chart
B. Tell a story
C. Skim the Text

Ask inferential questions

Inferential questions – require student to draw conclusions or make generalizations. Preproduction students, ask questions that require a pointing/gesture response. For Early production students, as yes/no questions, either/or questions, or questions that require a one-or-two word response

A. Drawing conclusions
B. Demonstrating
C. Paraphrasing

Ask analytic questions

Analytical questions – requires students to analyze and critique the information presented

A. Critiquing
B. Producing
C. Defending

Checks for understanding section

Checks for Understanding/Formative Assessment is the process of monitoring learning to ensure students possess the skill or information taught

Oral assessment refers to any assessment of student learning that is conducted by the spoken word. Many modes of communication can be used in assessment. The teachers use a series of questions or strategies which require students to go beyond the first response. These types of questions can range from probing, to higher order and open ended statements requiring students to work through solutions rather than remember them. Research on the questions teachers ask shows that about 60 percent require only recall of facts, 20 percent require students to think, and 20 percent are procedural in nature.

- Probing Questions (Clarifying, Awareness, Refocusing, Prompting)
- Higher Order Questions (Evaluation, Inference, Comparison, Application)
- Divergent Questions (No right or wrong answer)

Teacher provides specific feedback about student's accuracy and/or effort.

Providing feedback involves giving students information about their performance relative to learning goals in order to help them improve.

What does that look like in the classroom?

- Feedback should focus on specific knowledge and skills.
- Students should be able to track progress in a variety of ways, incorporating both self-generated and teacher-led feedback.
- Feedback should be timely; feedback provided during the lesson allows for immediate redirection or correction of misconceptions.
- Abstract recognition (ex. Praise) is more effective than tangible rewards (ex. Prizes).

Helping Students Extend & Apply Knowledge Section

Modeling/Demonstration

Modeling/demonstration – provided by the classroom teacher, a guest speaker, another student, individually, or in a cooperative learning group

Non-Linguistic Representations-- Manipulatives/pictures/mental images/graphic organizers/kinesthetic representation/physical representation/realia

Technology is in use to enhance or extend learning—Any electronic device used as part of instruction please click 'by teacher or by student' box. Yes – Enhancing or extending the learning. No – Substitution. N/A – should not be marked.