

A Teacher's Guide to Reflective Practice

Developing a Common Language of Instruction – Part 2

Kinnelon Public Schools 2010

A common language/model of instruction provides a framework for a way to talk about instruction that is shared by everyone in the district or school level. Principals and teachers should be able to use a common language of instruction to converse about effective teaching, give and receive feedback, collect and act upon data to monitor growth regarding the reasoned use of the strategies identified in the framework, and align professional development needs against the framework.

In continuing to focus on Kinnelon's common language/model of instruction, we are asking that you use this guide to:

1. Reflect on your pedagogical practice to find areas in which to focus for next year's Professional Learning Plan (PIP)
2. Become familiar with or reinforce the pedagogical terminology for the strategies you implement in an effort to define the components of the language we will include in our Kinnelon model.

Directions:

1. Familiarize yourself with this guide, it is organized into the following categories:
 - Creating/Communicating Clear Learning Goals & High Expectations for All
 - Establishing and Maintaining Classroom Rules and Procedures
 - Interacting with New Knowledge
 - Deepening Student Understanding
 - Extending Student Understanding, and
 - Student Engagement

Each category has a question (What do you typically do to...) followed by a descriptive statement of what the category is focusing on (*The teacher reviews expectations regarding rules and procedures ...*) and some examples of strategies a teacher might use to address the question (Teacher Evidence) and what evidence you might see from students if the strategy is used well (Student Evidence).

2. Rate yourself for each category. Each category has a rubric (4 – 3 – 2 – 1 – 0) where you can choose a 'rating' in terms of your understanding and use of the strategies. These are not exhaustive lists and some strategies you use to address a question within a category may not be listed, please consider these as well as you make your rating.
3. At some point later in the year, you will complete an anonymous needs assessment survey that will focus on similar categories and terminology. This will be helpful in completing that as well.

CREATING/COMMUNICATING CLEAR LEARNING GOALS HIGH EXPECTATIONS FOR ALL

Question: <i>What do I typically do to provide clear learning goals?</i>				
Descriptive Statement: <i>The teacher provides clearly stated learning goal(s) that are measurable and student centered.</i>				
Teacher Evidence: <ul style="list-style-type: none"> Teacher posts learning goal so that all students can see it (or verbally to non-reading population) The learning goal is a clear statement of knowledge of information as opposed to an activity or an assignment Teacher makes reference to the learning goal throughout lesson(s) Teacher connects supporting activities to learning goal Teacher is cognizant of how to assess if students are meeting/have met goal. 		Student Evidence: <ul style="list-style-type: none"> When asked, students can explain the learning goal for a lesson When asked, students can explain how their current activities relate to the learning goal. 		
How am I doing?				
4	3	2	1	0
Expert/Innovative Level	Application Level	Developing Level	Beginning Level	Not Using
I could run a workshop in this area	I use it and feel comfortable	I use strategy but not often or in a mechanistic way – low level of comfort	I am beginning to see how the strategy might be used in my GL or subject area	I am unfamiliar with strategy and/or its application and use

Question: <i>What do I typically do to track student progress with respect to learning goals?</i>				
Descriptive Statement: <i>The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.</i>				
Teacher Evidence: <ul style="list-style-type: none"> Teacher provides guidance for students to track their own progress on the learning goal Teacher gives valuable feedback relative to the learning goal Teacher uses formal and informal means to assess students progress (formative assessment) Teacher tracks progress of entire class on learning goal 		Student Evidence: <ul style="list-style-type: none"> When asked, students can describe their status relative to meeting the learning goal Students can update progress on learning goal 		
How am I doing?				
4	3	2	1	0
Expert/Innovative Level	Application Level	Developing Level	Beginning Level	Not Using
I could run a workshop in this area	I use it and feel comfortable	I use strategy but not often or in a mechanistic way – low level of comfort	I am beginning to see how the strategy might be used in my GL or subject area	I am unfamiliar with strategy and/or its application and use

Question: <i>What do I typically do to demonstrate value and respect for low expectancy students?</i>				
Descriptive Statement: <i>The teacher exhibits behaviors that demonstrate value and respect for low expectancy students</i>				
Teacher Evidence: <ul style="list-style-type: none"> • When asked, the teacher can identify students for whom there have been low expectations • The teacher provides low expectancy students with nonverbal and verbal indications that they are valued and respected <ul style="list-style-type: none"> ○ Eye contact ○ Smiles ○ Playful dialogue • The teacher does not allow negative comments about low expectancy students 			Student Evidence: <ul style="list-style-type: none"> • When asked, students may say that the teacher cares for all students • Students treat other students with respect 	
How am I doing?				
4	3	2	1	0
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I could run a workshop in this area	I use it and feel comfortable	I use strategy but not often or in a mechanistic way – low level of comfort	I am beginning to see how the strategy might be used in my GL or subject area	I am unfamiliar with strategy and/or its application and use

Question: <i>What do I typically do to ask questions and probe incorrect answers with low expectancy students?</i>				
Descriptive Statement: <i>The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students. The teacher probes incorrect answers with low expectancy students in the same manner as with high expectancy students.</i>				
Teacher Evidence: <ul style="list-style-type: none"> • Teacher makes certain low expectancy students are asked challenging questions at the same rate as high expectancy students • Teacher makes certain low expectancy students' questions are answered at the same rate as high expectancy students • Teacher asks LE students to further explain answers when incorrect • Teacher rephrases questions for LE students when they provide incorrect answer • Teacher breaks question into smaller parts when LE student answers incorrectly • When LE student demonstrates frustration, teacher allows them to collect their thoughts but does go back to them at a later point 			Student Evidence: <ul style="list-style-type: none"> • When asked, students may say that the teacher won't "let you off the hook" • When asked, students may say that the teacher won't "give up on you" • When asked, students may say that the teacher helps them answer question successfully 	
How am I doing?				
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ESTABLISHING AND MAINTAINING CLASSROOM RULES AND PROCEDURES

Question: *What do I typically do to establish and maintain classroom rules and procedures?*

Descriptive Statement:

The teacher reviews expectations regarding rules and procedures to ensure their effective execution

Teacher Evidence:

- Teacher involves students in designing classroom routine
- Teacher uses classroom meeting to review and process rules and procedures
- Teacher reminds students of rules and procedures
- Teacher asks students to restate or explain rules and procedures
- Teacher provides cues or signals when a rule or procedure should be used

Student Evidence:

- Students follow clear routines in class
- When asked, students can describe the established rules and procedures
- When asked, students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher
- Students regulate their own behavior

How am I doing?

4 Expert/Innovative Level	3 Application Level	2 Developing Level	1 Beginning Level	0 Not Using
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Question: *What do I typically do to acknowledge adherence to rules and procedures?*

Descriptive Statement: *The teacher consistently and fairly acknowledges adherence to rules and procedures*

Teacher Evidence:

- Teacher provides nonverbal signals and verbal cues that a rule or procedure has been followed
 - Smile, nod head, high five
 - Thanks student
 - Describes student behavior that adhere to class rules
- Teacher notifies home when rules/procedures are followed
- Teacher gives tangible recognition when rules are followed
 - Certificates
 - Tokens

Student Evidence:

- Students appear appreciative of teacher acknowledging positive behaviors
- The number of students adhering to rules and procedures increases

How am I doing?

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Question: *What do I typically do apply consequences for lack of adherence to rules and procedures while maintaining objectivity and control?*

Descriptive Statement: *Teacher applies consequences for not following rules and procedures consistently and fairly. Teacher behaves in an objective and controlled manner.*

Teacher Evidence:

- Teacher provides nonverbal signals
 - Eye contact, proximity, tap on desk, shaking head- no
- Teacher provides verbal signals
 - Tells students to stop, reminds of rule procedure
 - Uses I- messages (I ask you to stop when you do ____, because it is disruptive to the class)
- Teacher uses group consequences only when the whole group is involved
- Teacher applies appropriate consequences consistently and fairly
- Teacher involves support staff (guidance, CST, administration) and the home to help extinguish inappropriate behaviors
- Teacher does not exhibit extremes in positive or negative emotions, teacher interacts with all students in the same calm and controlled fashion
- Teacher does not demonstrate offense at student misbehavior

Student Evidence:

- Students cease inappropriate behavior
- Student accept consequences as part of the way class is conducted
- When asked, the students describe teacher as fair in application of rules

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Question: *What do I typically do to organize the physical layout of the classroom?*

Descriptive Statement: *The teacher organizes the physical layout (when possible) to facilitate movement and focus on learning*

Teacher Evidence:

- The physical layout (when possible) changes based upon lesson structure and encourages student engagement, collaboration and interaction
- The physical layout of the room has clear traffic patterns and provides easy access to materials and centers
- The classroom is decorated in a way that enhances student learning:
 - Bulletin boards relate to current content
 - Guiding posters and charts are visible
 - Students' work is displayed

Student Evidence:

- Students move easily around the room
- Students find materials and centers easily
- Students utilize information on bulletin boards, charts and posters
- Students can easily focus on instruction

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INTERACTING WITH NEW KNOWLEDGE

Question: <i>What do I typically do to identify critical information?</i>				
Descriptive Statement: <i>The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.</i>				
Teacher Evidence:			Student Evidence:	
<ul style="list-style-type: none"> ● Teacher begins the lesson by explaining why upcoming content is important ● Teacher tells students to get ready for some important information ● Teacher cues the importance of upcoming information in some indirect fashion <ul style="list-style-type: none"> ○ Tone of voice ○ Body position ○ Level of excitement 			<ul style="list-style-type: none"> ● When asked, students can describe the level of importance of the information addressed in class ● When asked, students can explain why the content is important to pay attention to ● Students visibly adjust their level of engagement 	
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Question: <i>What do I typically do to organize students to interact with new knowledge?</i>				
Descriptive Statement: <i>The teacher organizes students into small groups to facilitate the processing of new information.</i>				
Teacher Evidence:			Student Evidence:	
<ul style="list-style-type: none"> ● Teacher has established routines for student grouping and student interaction in groups ● Teacher organizes students into ad hoc groups for the lesson <ul style="list-style-type: none"> ○ Dyads ○ Triads ○ Small groups up to about 5 			<ul style="list-style-type: none"> ● Students move to groups in an orderly fashion ● Students appear to understand expectation about appropriate behavior in groups <ul style="list-style-type: none"> ○ Respect opinions of others ○ Add their perspective to discussions ○ Ask and answer questions 	
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Question: <i>What do I typically do to preview new content?</i>	
Descriptive Statement: <i>The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.</i>	
Teacher Evidence: <ul style="list-style-type: none"> • Teacher uses preview question before reading • Teacher uses K-W-L strategy or variation of it • Teacher asks or reminds students what they already know about the topic • Teacher provides and advance organizer <ul style="list-style-type: none"> ○ Outline ○ Graphic organizer • Teacher has students brainstorm • Teacher uses anticipation guide • Teacher uses motivation hook/launching activity <ul style="list-style-type: none"> ○ Anecdotes ○ Short selection from video • Teacher uses word splash activity to connect vocabulary to upcoming content • When necessary, the teacher reteaches basic information or skills that are prerequisite knowledge for scaffolding of new content 	Student Evidence: <ul style="list-style-type: none"> • When asked, student can explain linkages with prior knowledge • When asked, students make predictions about upcoming content • When asked, students can provide a purpose for what they are about to learn • Students actively engage in previewing activities

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Question: <i>What do I typically do to help student elaborate on new information?</i>				
Descriptive Statement: <i>The teacher asks questions or engages students in activities that require elaborate inference that go beyond what was explicitly taught.</i>				
Teacher Evidence: <ul style="list-style-type: none"> • Teacher asks explicit questions that require student to make elaborate inferences about the content • Teacher asks student to explain and defend their inferences • Teacher presents situations or problems that require inferences 	Student Evidence: <ul style="list-style-type: none"> • Students volunteer answers to inferential questions • Students provide explanations and “proofs” for inferences 			
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Question: <i>What do I typically do to help students record and represent knowledge?</i>				
Descriptive Statement: <i>The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.</i>				
Teacher Evidence: <ul style="list-style-type: none"> • Teacher asks student to summarize the information they have learned • Teacher asks students to generate notes that identify critical information in the content • Teacher asks students to create nonlinguistic representations for new content <ul style="list-style-type: none"> ○ Graphic organizers ○ Pictures ○ Pictographs ○ Flow charts • Teacher asks student to create mnemonics that organize the content 			Student Evidence: <ul style="list-style-type: none"> • Students' summaries and notes include critical content • Students' nonlinguistic representations include critical content • When asked, students can explain main points of the lesson 	
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DEEPENING STUDENT UNDERSTANDING

Question: <i>What do I typically do to review content?</i>				
Descriptive Statement: <i>The teacher engages students in a brief review of content that highlights the critical information.</i>				
Teacher Evidence: <ul style="list-style-type: none"> • Teacher begins the lessons with a brief review of content • Teacher uses specific strategies to review information <ul style="list-style-type: none"> ○ Summary ○ Problem that must be solved using previous information ○ Questions that require a review of content ○ Demonstration ○ Brief practice test or exercise • When necessary, the teacher reteaches basic information or skills 			Student Evidence: <ul style="list-style-type: none"> • When asked, students can describe the previous content on which new lesson is based • Student responses to class activities indicate that they recall previous content 	
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Question: <i>What do I typically do to organize students to practice and deepen knowledge?</i>				
Descriptive Statement: <i>The teacher uses grouping in ways that facilitate practicing and deepening knowledge.</i>				
Teacher Evidence: <ul style="list-style-type: none"> • Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content • Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process 			Student Evidence: <ul style="list-style-type: none"> • When asked, students explain how the group work supports their learning • While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process • Students ask each other questions • Students obtain feedback from their peers 	
How am I doing?				
4	3	2	1	0
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Question: <i>What do I typically do to help students practice, skills strategies and processes including the use of homework?</i>				
Descriptive Statement: <i>When the content involves a skill, strategy or process, the teacher engages in practice activities that help them develop fluency. When appropriate (as opposed to routinely), the teacher designs homework to deepen students' knowledge of informational content or practice a skill, strategy, or process.</i>				
Teacher Evidence: <ul style="list-style-type: none"> Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy or process. <ul style="list-style-type: none"> Guided Practice if students cannot perform the skill, strategy or process Independent practice if students can perform the skill, strategy or process independently Teacher communicates a clear purpose for homework Teacher extends an activity that was begun in class to provide students with more time Teachers assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently 			Student Evidence: <ul style="list-style-type: none"> When asked, students can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process Students ask clarifying questions of the homework that help them understand its purpose 	
How am I doing?				
4	3	2	1	0
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Question: <i>What do I typically do to help students examine similarities and differences?</i>				
Descriptive Statement: <i>When the content is informational, the teacher helps students deepen knowledge by examining similarities and differences.</i>				
Teacher Evidence: <ul style="list-style-type: none"> Teacher engages students in activities that require them to examine similarities and differences between content <ul style="list-style-type: none"> Comparison activities Classifying activities Analogy activities Metaphor activities Teacher facilitates the use of these activities to help students deepen their understanding of the content <ul style="list-style-type: none"> Ask students to summarize what they have learned from the activity Ask students to explain how the activity has added to their understanding 			Student Evidence: <ul style="list-style-type: none"> Student artifacts indicate that their knowledge has been extended as a result of the activity When asked about the activity, student responses indicate that they have deepened their understanding When asked, students can explain similarities and differences Student artifacts indicate that they can identify similarities and differences 	
How am I doing?				
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Question: <i>What do I typically do to help students examine errors in reasoning and revise knowledge?</i>				
Descriptive Statement: <i>When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them. The teacher engages students in revision of previous knowledge about content.</i>				
Teacher Evidence: <ul style="list-style-type: none"> Teacher asks students to examine information for errors or informational fallacies <ul style="list-style-type: none"> Faulty logic Weak reference Misinformation Teacher asks students to examine the strength of support presented for a claim <ul style="list-style-type: none"> Statement of a clear claim Evidence of a claim presented Qualifiers presented showing exceptions to the claim 			Student Evidence: <ul style="list-style-type: none"> When asked, students can describe errors in information When asked, students can explain the overall structure of an argument presented to support a claim Student artifacts indicate that they can identify errors in reasoning 	
How am I doing?				
4	3	2	1	0
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EXTENDING STUDENT UNDERSTANDING

Question: <i>What do I typically do to organize and engage students for cognitively complex tasks?</i>				
Descriptive Statement: <i>The teacher organizes the class in such a way as to facilitate students working on complex tasks. The teacher engages students in cognitively complex tasks that require them to generate and test predictions, hypotheses, ideas, suppositions, deductions, etc.</i>				
Teacher Evidence: <ul style="list-style-type: none"> Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigative task Teacher facilitates students generating their own individual or group task that requires them to generate and test predictions, hypotheses, ideas, suppositions, deductions, etc. 			Student Evidence: <ul style="list-style-type: none"> Students are clearly working in groups on tasks that require them to generate and test predictions, hypotheses, ideas, suppositions, deductions, etc. When asked students can explain what they are investigating/testing When asked, they can explain if their ideas were supported, confirmed or disconfirmed Student artifacts indicate that they can engage in decision making, problem solving, experimental inquiry or investigation 	
How am I doing?				
4	3	2	1	0
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STUDENT ENGAGEMENT

Question: <i>What do I typically do to notice when students are not engaged?</i>				
Descriptive Statement: <i>The teacher scans the room making note of when students are not engaged and then takes overt action.</i>				
Teacher Evidence:		Student Evidence:		
<ul style="list-style-type: none"> Teacher notices when specific students or groups of students are not engaged Teacher notices when the energy level in the room is low Teacher takes action to re-engage students 		<ul style="list-style-type: none"> Students appear aware of the fact that the teacher is taking note of their level of engagement Students try to increase their level of engagement when prompted When asked, students explain that the teacher expects high levels of engagement 		
How am I doing?				
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Question: <i>What strategies or techniques do I typically use to maintain engagement?</i>				
Descriptive Statement: <i>The teacher has a wide repertoire of engagement techniques to keep levels of student engagement and can appropriately apply them.</i>				
Teacher Evidence:			Student Evidence:	
<ul style="list-style-type: none"> Teacher uses <u>academic games</u> and inconsequential competition to maintain student engagement <ul style="list-style-type: none"> Teacher uses structured games like Jeopardy, Family Feud, etc. or impromptu games involving review or assessment Teacher uses/manages <u>response rates</u> to maintain student engagement during questioning <ul style="list-style-type: none"> Wait time Thumbs up/down Choral responses, Response chaining, Response cards Teacher uses <u>physical movement</u> to maintain engagement <ul style="list-style-type: none"> Stretching, move about the room Vote with feet Corners activities Teacher maintains a <u>proper pace</u> <ul style="list-style-type: none"> Quick transitions between activities Alters pace appropriate (speedup-slow down) based on formative assessments Teacher demonstrates <u>enthusiasm and intensity</u> and/or <u>presents unusual or intriguing information</u> <ul style="list-style-type: none"> Encourages students to ID interesting information Believe-it-or-not activities 			<ul style="list-style-type: none"> When asked, students can explain how the games keep their interest When asked, students can describe their thinking about specific questions posed by the teacher When asked, students can describe how physical movement kept their interest When asked about pace of lesson, students can say if it was too fast or too slow Students' attention increases when unusual information is presented about the content 	
How am I doing?				
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Focus for Professional Learning

Instructional/pedagogical areas I wish to focus my professional learning (PDP) in 2011-2010 (focus on no more than 1 or 2 maximum)

_____ Creating/Communicating Clear Learning Goals & High Expectations for All

_____ Establishing and Maintaining Classroom Rules and Procedures

_____ Interacting with New Knowledge

_____ Deepening Student Understanding

_____ Extending Student Understanding

_____ Student Engagement