|  |
| --- |
| **TEACHER GOALS** *While implementing these look-fors, teachers will reflect on patterns between their planning and practice and student outcomes, with attention to outcomes for subgroups of students considering race, gender, language, learning needs, and socioeconomic status, in service of* all *students meeting the student goals.* |
| **Planning and Practice Look-Fors** |
| * Questions and tasks focus on academic or domain-specific words that are most likely to be encountered again in the future or are most critical for comprehending the text * Lessons broaden students’ word knowledge through instructional strategies (e.g. text-dependent questions, drop-in definitions, glossary, etc.) that teach words that can be understood quickly during reading * Weekly lessons deepen students’ word knowledge by explicitly defining, modeling, and giving students active practice with 6-10 vocabulary words * Over the course of the unit, students have opportunities to maintain and extend vocabulary through additional practice with words previously taught |

|  |  |
| --- | --- |
| **SELF-REFLECTION** *Review the look-fors below and reflect on how you would rate your current planning and instruction. Then, prioritize the look-fors that you want to focus on most deeply during the upcoming weeks with an accountability partner and determine what data or evidence you will collect to measure progress towards your goals.* | |
| **In my classroom planning and practice:** | |
| **Questions and tasks focus on academic or domain-specific words that are most likely to be encountered again in the future or are most critical for comprehending the text**  *Rarely Sometimes Frequently Always* | **Lessons broaden students’ word knowledge through instructional strategies (e.g. text-dependent questions, drop-in definitions, glossary, etc.) that teach words that can be understood quickly during reading**     * *Rarely Sometimes Frequently Always* |
| **Weekly lessons deepen students’ word knowledge by explicitly defining, modeling, and giving students active practice with 6-10 vocabulary words**  *Rarely Sometimes Frequently Always* | **Over the course of the unit, students have opportunities to maintain and extend vocabulary through additional practice with words previously taught**     * *Rarely Sometimes Frequently Always* |
| **My Focus Look-Fors**  *What are 1-2 look fors that you will prioritize in your planning and practice?* | **Data and Evidence**  *What data will you collect to measure progress toward your goal?* |
|  | * Unit analyses and annotations * Lesson plan analyses and annotations * Student work analyses * Observation notes * Other: |

|  |  |
| --- | --- |
| **STUDENT GOALS** *These goals are for* all *students, including subgroups of students considering race, gender, language, learning needs, and socioeconomic status.* | |
| **Student Look-Fors** | |
| Possible goals:   * Students average 80% on unit/domain/module vocabulary assessment * Students average 80% on unit/domain/module assessment or a prioritized culminating activity * Students average 1 point of growth on a prioritized unit/domain/module writing task (using curriculum or school rubric) * Students average a 3 (proficient) on a prioritized writing task assessed on the curriculum writing rubric (teachers could choose to focus on just the vocabulary row of the rubric) * Other: | |
| **Focus Students**  *Use the criteria below to select 6 students who will anchor your progress monitoring throughout the Content Cycle.* | **Data and Evidence**  *What data will you collect to measure your students’ progress toward the goals?* |
| * Selected students currently reflect a range of proficiency levels (high, medium, low) * Selected students reflect the overall class demographic, including race, gender, language, learning needs, and socioeconomic status | * Unit or domain assessment * Vocabulary assessment * Exit tickets or other written responses * Performance Tasks * Other: |