



Domain 1: Planning and Preparation

Artifact List with Examples

Arcelia Guillermo-Rios, Desert Trail Elementary, Gadsden Independent Schools
Kathleen Hulskamp, Bosque Farms Elementary, Los Lunas Public Schools

Explanation

- Includes a list of hyperlinked resources for each strand of Domain 1
- A teacher who would benefit from this, is one who prefers information online.
- This list will provide you with templates, online resources to include articles, examples, and sample uses.

Domain 1: Resources and Strategies

NMTEACH Toolbox



NMPED Homepage



Common Core State Standards
Homepage



WIDA Download Library



PARCC Homepage



Istation Homepage



DOMAIN 1: PLANNING AND PREPARATION

		<p>NMTEACH 1A: Demonstrating Knowledge of Content To what level is content communicated in the lesson plan and resulting lesson? Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD). Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English language learners (ELLs) and Individualized Education Program (IEP) goals, when serving SWD.</p>	
			<p>Resources and Strategies</p>
<p>Level of Performance</p>	<p>Effective</p>	<p>The teacher’s lesson plans and resulting lessons</p> <ul style="list-style-type: none"> • develop instruction that reflects solid knowledge of the content area and academic language demands at a grade-appropriate level; • are directly aligned to all NM adopted standards; • demonstrate familiarity with resources to enhance knowledge in each core area; • include IEP goals for present levels of performance; and • contain evidence of collaboration between general and special education teachers to ensure understanding and inclusion of IEP goals, modifications, and accommodations related to self-advocacy skills. 	<p style="text-align: center;">Templates</p> <p>Unit Template</p> <p>Guided Reading Instruction Log</p> <p>Lesson Plan Template</p> <p>Accommodation Tracking Form</p>
	<p>Highly Effective</p>	<p>In addition to the indicators for effective, the teacher’s lesson plans and resulting lessons</p> <ul style="list-style-type: none"> • reflect extensive knowledge of the content area(s) to be taught, including academic language demands, and they correlate the IEP objectives with lesson plans, when applicable; • incorporate research and resources related to all NM adopted standards as well as evidence-based specialized instruction according to the IEP, when applicable; • create opportunities for students to contribute to the lesson design and content; and • include opportunities for modifications in the IEP or language proficiency levels to be implemented across content areas, when applicable. 	<p>Lesson Planning Template with Explanations for Each Component</p> <p style="text-align: center;">Online Resources</p> <p>Center for Research on Learning and Teaching: Strategies for Effective Lesson Planning</p> <p>Smart Kids with Learning Disabilities: Examples of Accommodations & Modifications by Eve Kessler, Esq.</p>
	<p>Exemplary</p>	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • contributes to the refinement of the approved NM adopted, standards-aligned curriculum that may include the students’ home languages and cultures, when applicable; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for demonstrating a knowledge of content, IEP goals, or language proficiency levels that are aligned with school and district goals. 	<p style="text-align: center;">PDF Files</p> <p>Technical Assistance Guide: Helping Students Develop their IEP’s</p>

DOMAIN 1: PLANNING AND PREPARATION

Element		<p>NMTEACH 1B: Designing Coherent Instruction</p> <ul style="list-style-type: none"> To what level are activities meaningfully sequenced to support learning? To what level are a variety of learning strategies and individual supports used within the instructional plan? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	Resources and Strategies
Level of Performance	Effective	<p>The teacher’s lesson plans contain</p> <ul style="list-style-type: none"> a sequence of learning activities aligned to all NM adopted standards and to the IEP goals for present levels of performance, as applicable; learning activities that are suitable and/or are research based; a variety of learning strategies and individual student supports; time allocations for learning activities that are reasonable and/or grade-level appropriate; learning activities that are differentiated by scaffolding content and academic language for all learners; learning activities that create explicit connections between previous learning and new concepts and develop skills for all learners; opportunities for all students to participate in flexible grouping; challenging research-based learning tasks that are structured to progressively develop students’ cognitive abilities and academic language; and explicit use of students’ backgrounds to teach relationships among topics, concepts, and language. 	<p>Templates</p> <p>Tier 1 Intervention Documentation Form</p> <p>Online Resources:</p> <p>Common Core Math “Flipbooks” (Math Standards Explained)</p> <p>FCRR: Teaching and Learning: Student Center Activities</p>
	Highly Effective	<p>In addition to the indicators for effective, the teacher’s lesson plans contain</p> <ul style="list-style-type: none"> pedagogical practices that include flexible grouping and differentiates instruction, based on student level and IEP goals, as applicable; questions to reinforce and extend student learning and engagement to include real-world and application-based experiences, while including purposeful scaffolding of questions based on students’ level of academic language; learning activities that, when possible, incorporate students’ use of their first and second languages to make connections to real-world application and include learning activities that progress coherently, are research-based, and are relevant to students and the instructional/IEP goals, as applicable; opportunities to incorporate student-centered learning as an instructional tool; and research-based practices, including sheltered and differentiated instructional strategies, with a variety of specially designed instructional materials. 	<p>Aligned to the Common Core State Standards</p> <p>Understood: Classroom Accommodations to Help Students With Learning and Attention Issues</p> <p>Achieve the Core Teaching Channel Videos</p>
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> designs learning activities in a collaborative manner by intentionally demonstrating awareness of, and processes for, engaging all students, which includes recognizing and building upon students’ linguistic and cultural assets; designs learning activities with various instructional groups based on instructional/IEP goals, while permitting student choice; and engages in opportunities to support and mentor colleagues by identifying and sharing knowledge, information, and strategies for designing learning activities for diverse learners that are aligned with school and district goals and connect to other disciplines. 	<p>Busy Teacher’s Café: Comprehension Strategies</p> <p>PDF Files</p> <p>Processing Deficits Identified with Strategies</p> <p>Instructional Strategies List</p>

DOMAIN 1: PLANNING AND PREPARATION

Element		<p>NMTEACH 1C: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • How are daily instructional outcomes (aka learning goals) communicated to all students? • To what level do instructional outcomes directly align to content standards? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
		Resources and Strategies	
Level of Performance	Effective	<p>The teacher’s lesson plans contain instructional outcomes that</p> <ul style="list-style-type: none"> • are aligned with all NM adopted standards and with IEP goals, as applicable; • are explicitly stated as measurable and observable and reflect high expectations; • allow for progress monitoring at least every-other week, as applicable; • establish instructional processes and activities that address students’ varying abilities; • address the language demands of the content; • are aligned to instructional targets and IEP goals; and • inform students of the content and language objectives for the lesson. 	<p style="text-align: center;">Online Resources:</p> <p>The Curriculum Corner: CCSS “I Can” for K – 8 Grades</p> <p>Understood: Classroom Accommodations to Help Students With Learning and Attention Issues</p> <p>Intervention Central: Response to Intervention – RTI Resources</p> <p>InSlide Share: Brain-Based Learning PPTWriting Objectives Using Bloom’s Taxonomy</p> <p style="text-align: center;">PDF File</p> <p>Beyond Words: Vocabulary Strategies for ALL Students, ALL Teachers by Dr. V.P. Rojas</p> <p>Processing Deficits Identified with Strategies</p>
	Highly Effective	<p>In addition to the indicators for effective, the teacher’s lesson plans contain instructional outcomes that</p> <ul style="list-style-type: none"> • align rigorous instructional processes and learning activities to all NM adopted standards and to IEP goals, as applicable; • contain modifications, as required to ensure students are able to complete the instructional outcomes; • include differentiated language demands based on individual students’ academic language proficiency levels; • involve students in the process of developing instructional outcomes, based on all NM adopted standards; and • address IEP goals, reflect high expectations, are clearly stated, and can be measured, as applicable. 	
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • demonstrates deep understanding of all grade-level, NM adopted standards and of IEP goals, when supporting SWD; • ensures all students are making progress toward deep understanding and proficiency in the NM adopted standards; • models, and shares with colleagues, effective practices, including the communication of learning outcomes with students; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for setting instructional outcomes that are aligned with school and district goals. 	

DOMAIN 1: PLANNING AND PREPARATION

Element		<p>NMTEACH 1D: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • How does the teacher utilize skills and content learned from professional development opportunities? • What resources have been provided to all students to support learning? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
			Resources and Strategies
Level of Performance	Effective	<p>The teacher demonstrates knowledge of resources by</p> <ul style="list-style-type: none"> • using existing resources—including support materials, textbooks, and supplementary materials—to enhance content knowledge for teaching and to differentiate instruction for all students; • using resources and supplementary materials—which may include those available through the school, district, community, and/or on the internet—in the language(s) of the students, when appropriate; and • using information and strategies obtained through professional development to address students’ individual learning needs, styles, rates, and levels of learning—including academic English language proficiency. 	<p style="text-align: center;">Templates</p> <p>Unpacking a Common Core Standard Template</p> <p style="text-align: center;">Online Resources</p> <p>Teaching Channel Videos</p> <p>ReadWorks ELA passages and lesson plans</p> <p>Engage NY Common Core Curriculum PreK-12</p>
	Highly Effective	<p>In addition to the indicators for effective, the teacher demonstrates knowledge of resources by</p> <ul style="list-style-type: none"> • seeking out and using resources available beyond the school and district—including those from professional organizations, the internet, and/or within the community—to enhance content knowledge and to use in teaching all students and especially those who demonstrate need; • strategically implementing information and strategies obtained through professional development to address individual learning styles, rates, levels of learning, students’ cultural backgrounds, and/or English language proficiency; • creating lessons that reduce barriers, optimize levels of challenge and support, meet the needs of all learners, and increase access to grade-level curriculum. 	<p>Khan Academy Free Educational Videos</p> <p>Illuminations: Math Lesson Plans based on CCSS</p> <p>National Archives Lesson Plans with Primary Documents</p> <p>Library of Congress Lesson Plans with Primary Documents</p> <p>Interactive Sites for Education</p>
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • models and shares with colleagues resources, knowledge, information, and strategies that are aligned with school and district goals; • shares resources, knowledge, information, and strategies specific to colleagues’ needs and the needs of their students, including those culturally and linguistically diverse students; • collects and shares content-specific research studies, practices, and resources from outside the district; • provides and trains staff for school-wide initiatives using additional resources; and • plans for collaboration with various instructional teams, including Indian education, the ESL and bilingual programs, special education, and general education, as appropriate. 	<p>Common Core Math “Flipbooks” (Math Standards Explained)</p> <p>New MexicoKids Early Childhood Services Center</p> <p style="text-align: center;">PDF Files</p> <p>Processing Deficits Identified with Strategies</p> <p>Close Reading in Elementary Schools by Douglas Fisher & Nancy Frey</p> <p>Comprehension: Graphic Organizers</p>

DOMAIN 1: PLANNING AND PREPARATION

Element		<p>NMTEACH 1E: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • To what level have student learning styles been addressed in the lesson? • How has information about student achievement, culture, and language proficiency been used to design activities to support content acquisition? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	Resources and Strategies
Level of Performance	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • demonstrates knowledge of students’ backgrounds, cultures, skills, academic language development, interests, and special needs, including present levels of performance for applicable content areas and behavioral issues as well as accommodations and modification for individual students, as applicable; • incorporates culturally-sensitive strategies into instructional planning and practice; • provides moderate evidence of using student achievement data to differentiate instruction including—when supporting ELs—the use of ACCESS scores for ELL students to differentiate instruction according to English language proficiency levels; and • develops lessons using a variety of strategies to incorporate student learning styles. 	<p style="text-align: center;">Online Resources</p> <p>Edutopia: Core Strategies for Innovation and Reform in Learning</p> <p>Edutopia: Multiple Intelligences Self-Assessment</p> <p>Social Justice Lesson Plans—Teaching Tolerance</p> <p>*Just type in focus area and grade to find lesson plans</p> <p>National Park Service: Learn & Explore</p> <p>International Children’s Digital Library (Online Books in Different Languages)</p> <p>Smithsonian: TweenTribune, A Free K-12 Resource for Teachers (Lessons, Lexile Levels, Spanish Articles)</p>
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • demonstrates extensive knowledge of students’ backgrounds, cultures, skills, academic language development, interests, special needs—including present levels of performance for applicable content areas and behavioral issues as well as accommodations and modification for individual students; • includes students in the planning of culturally sensitive strategies and incorporates those into instructional practice; • provides strong evidence of using student achievement data to differentiate instruction, including the use of ACCESS scores to support and monitor the progress of ELs and to differentiate their instruction according to English language proficiency levels; and • uses a wide repertoire of strategies to integrate a variety of learning styles into lessons and activities. 	
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • provides novice and struggling teachers with understanding, mentorship, and resources that address the unique learning needs of their individual students, including strategies that engage and support culturally and linguistically diverse students; and • provides training to colleagues on best practice strategies that engage and support culturally and linguistically diverse students. 	

DOMAIN 1: PLANNING AND PREPARATION

Element		NMTEACH 1F: Designing Student Assessment	
		<ul style="list-style-type: none"> • To what level has the teacher incorporated formative assessment techniques throughout the lesson? • How are students assessed to determine understanding of the instructional outcome (learning goal) at the end of the lesson? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
			Resources and Strategies
Level of Performance	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • addresses student needs and plans for assessing student learning with criteria aligned to: instructional outcomes, all NM adopted standards, IEP goals, language proficiency levels—as applicable; • uses clear assessment criteria that enables students to make adjustments and provides feedback that accelerates student learning; • uses formative assessments that explicitly support instructional outcomes in both content and language; • includes formative assessments that check for understanding throughout the lesson; • includes a variety of assessments, both formative and summative, in the four language domains; • documents annual present levels of performance, using measurable goals and objectives, with some discussion about performance in the regular classroom or provides sponsor teacher with student progress, when applicable; and • considers diagnostic information for all students, which may include academic achievement, English language proficiency, IEP modifications, progress monitoring, etc. to monitor student understanding during the lesson. 	<p style="text-align: center;">Templates</p> <p>Student Led Conference Script (Spanish)</p> <p>Student Effort Checklist</p> <p style="text-align: center;">Online Resources</p> <p>Common Core Math Standards</p> <p>Common Core ELA Standards</p> <p>Achieve the Core</p> <p>Free, ready-to-use classroom resources designed to help educators understand and implement the Common Core and other college and career ready standards</p>
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • ensures full alignment between the instructional outcomes, all NM adopted standards, IEP goals, success criteria, and assessment tools; • provides opportunities for students to demonstrate and/or record where they are in their own learning; • shares clearly aligned rubrics with students and supports students to monitor their academic and linguistic growth; and • documents present levels of performance using measurable goals and objectives with discussion about performance in the regular classroom and/or provides the sponsor teacher with student progress. 	<p>PARCC Assessment Items and Rubrics</p> <p>ELA PARCC Guidelines and Rubrics</p> <p>Mathematics PARCC Guidelines and Rubrics</p> <p>Common Core Math “Flipbooks” (Math Standards Explained)</p> <p>WIDA: Can Do Descriptors</p>
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • supports school-wide training and implementation of systems for understanding and using student assessment data, including ACCESS for ELL students data, when applicable; • collaborates with colleagues to develop strategies to take language proficiency into account when assessing students’ content knowledge; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for designing student assessments that are aligned with school and district goals. 	<p>Looking at Student Work</p> <p>Resources for Teachers: Planning for Effective, Meaningful Instruction</p> <p style="text-align: center;">PDF Files</p> <p>Istation State Standards Correlation</p>

Unit Template

Content Topic in [Subject]: [Title]	Grade Level:	Teacher(s):
--	---------------------	--------------------

Strand: CCSS	Domain/Subheading: CCSS	Anchor Standard:	Pacing Guide:
----------------------------	---------------------------------------	-------------------------	----------------------

Grade Specific Standard: CCSS for specific grade level	Unit Objective(s):
--	---------------------------

Instructional Task	Standard Vocabulary: CCSS	Pre-Assessment: Post-Assessment : Formative Assessment :	Instructional Resources Text(s): Anchor Chart(s): Online Resources: Strategies:
	Vocabulary: Appendix A CCSS Tier 1		
	Vocabulary: Appendix A CCSS Tier 2		
	Content Vocabulary:Appendix A CCSS Tier 3		

Claim 1/DOK **1, 2, 3, 4 (circle one and list):** Label, illustrate. Draw, list (illustrating events)

Claim 2/DOK 1, **2, 3, 4 (circle one and list):** Organize, construct , interpret, connect (real life experience to story)

Claim 3/DOK 1, 2, **3, 4 (circle one and list):** Revise, critique, compare (add details to pictures and words)

Claim 4/DOK 1, 2, 3, **4 (circle one and list):** Apply, analyze, create, compose (making their true life experience into a sequenced story for readers)

Unit Template

CCSS (s):

WEEK:

Read aloud text:

Day 1 Session Title:
Engagement/Mini-lesson: Anchor Chart: Explore/Key Concepts: Explain/Guided Practice: Elaborate/Independent Practice: Evaluate/Share: Homework:

Day 2 Session Title:
Engagement/Mini-lesson: Anchor Chart: Explore/Key Concepts: Explain/Guided Practice: Elaborate/Independent Practice: Evaluate/Share: Homework:

Day 3 Session Title:
Engagement/Mini-lesson: Anchor Chart: Explore/Key Concepts: Explain/Guided Practice: Elaborate/Independent Practice: Evaluate/Share: Homework:

Day 4 Session Title:
Engagement/Mini-lesson: Anchor Chart: Explore/Key Concepts: Explain/Guided Practice: Elaborate/Independent Practice: Evaluate/Share: Homework:

Day 5 Session Title:
Engagement/Mini-lesson: Anchor Chart: Explore/Key Concepts: Explain/Guided Practice: Elaborate/Independent Practice: Evaluate/Share: Homework:

Guided Instruction Groups

Name of students:
Conferring:

Name of students:
Conferring:

Name of students:
Conferring:

Name of students:
Conferring:

Name of students:
Conferring:

Guided Reading Instruction Log

Date:

Teacher:

Grade:

GROUP 1: <i>[Students' name and independent instructional level]</i>			
Group Instructional Level: _____			
DAYS	TITLE OF TEXT	INSTRUCTIONAL FOCUS	ACTIVITY
Monday		Introduction: Connection, Predicting/Inferring	-Students highlight context cues that will make connections/predictions to help with comprehension
Tuesday		Vocabulary: Student and/or teacher selected vocabulary. <i>Identify Vocabulary Tier level</i>	-Create cards of vocabulary words chosen by students
Wednesday		Comprehension Strategies: Connections, Fix Up Strategies, Prediction, Inference, Visualization, Questioning, Determine Importance	-Students select one of the comprehension strategies that they think helps their comprehension.
Thursday		Comprehension Strategies: Determine Importance	-Create a list of important details mentioned of each person. Structure to be considered for own research of explorer.
Friday		Evaluate:	-Exit Ticket

Guided Reading Instruction Log

Date:

Teacher:

Grade:

GROUP 2: <i>[Students' name and independent instructional level]</i>			
Group Instructional Level: _____			
DAYS	TITLE OF TEXT	INSTRUCTIONAL FOCUS	ACTIVITY
Monday		Introduction: Connection, Predicting/Inferring	-Students highlight context cues that will make connections/predictions to help with comprehension
Tuesday		Vocabulary: Student and/or teacher selected vocabulary. <i>Identify Vocabulary Tier level</i>	-Create cards of vocabulary words chosen by students
Wednesday		Comprehension Strategies: Connections, Fix Up Strategies, Prediction, Inference, Visualization, Questioning, Determine Importance	-Students select one of the comprehension strategies that they think helps their comprehension.
Thursday		Comprehension Strategies: Determine Importance	-Create a list of important details mentioned of each person. Structure to be considered for own research of explorer.
Friday		Evaluate:	-Exit Ticket

I RECEIVED MY ACCOMMODATIONS THIS WEEK

_____ Room

Student Name	Signature	Date

Unpacking a Common Core Standard Template

Common Core Standard:

Circle the Verbs in the Standard
Define the Verbs Below Using Student Friendly
Vocabulary:

Underline the Nouns in the Standard (Include Relevant Adjectives)
Define the Nouns Below Using Student Friendly Vocabulary:

- Skills
- General Academic Vocabulary

- Concepts
- Domain-Specific Vocabulary

- Skills and Concepts Together Create Learning Targets

Write the Content Contained in the Standard as a Series of Learning Targets Using the Vocabulary of the Standard:
*Star the Learning Targets That Are Complex (Not Knowledge)

Number the Learning Targets In Ascending Order of Complexity

Lesson Plan Template

Lesson Author	
First and Last Name	
Author's E-mail Address	
Lesson Overview	
Lesson Plan Title	
Essential Question	
Guiding Question(s)	
Lesson Summary	
Subject Area(s)	
Grade Level	
Learning Targets	
Standards and Benchmarks	

Assessment/Criteria for Success

Student Assessment

Procedure

Step-by-step Procedure
(Includes facilitation questions
throughout the lesson and all
resources used in the lesson)

Differentiation/Modifications
for ELLs or students with IEPs

Approximate Time Needed
for lesson
(Minutes, Days, Hours, etc)

Prerequisite Skills Needed

Materials and Resources
Required for Lesson

Lesson Planning Template with Explanations for Each Component

Stage One: Desired Results

1. **Essential Question(s):** Open-ended, interpretive questions reflecting the “big ideas” of the unit and course of study. They are designed to promote student inquiry and investigation. Typically, they focus on three major starters: (a) **Why?** (cause/effect analysis); (b) **How?** (process analysis); and (c) **To what extent?** (matters of degree, likelihood, or probability).
2. **Mastery Objective(s):** What knowledge, skills, or procedures do your students need to master? What higher-level thinking action will students demonstrate? What will students do to show you their level of mastery?

1. **Essential Question(s):**
2. **Mastery Objective(s): Students will be able to:**

Stage Two: Assessment Evidence

1. How will students show that they have the required background knowledge to complete the lesson successfully (i.e., via **CAMP pre-assessments** to discover students’ Cultural, Academic, Metacognitive, and Personal profiles)?
2. How will you use activator strategies to surface students’ prior knowledge and misconceptions (e.g., K-W-L, Listen-Think-Pair-Share, pre-test, discussion, etc.)?
3. What **formative assessment tasks** will students complete to help you give them feedback so that they can adjust their learning process (e.g., self-reflections, self-assessments, peer coaching, anecdotal observations, reciprocal teaching, students’ use of dry erase board responses, summarizing strategies, etc.)?
4. How will you prepare students for an eventual summative assessment task (e.g., transfer task, project, performance, presentation, test, etc.)?

1. **Pre-Assessment/Diagnosis:**
2. **Activator Activities:**
3. **Formative Assessment:**
4. **Summative Assessment (Preparing Students for Transfer Tasks):**

Stage Three: Learning Plan

1. How will you adjust your instruction based upon the data from your pre-assessment and formative assessment evidence (e.g., use a quick-sort strategy to study the need for instructional strategy adjustments, study student work against pre-established evaluation criteria, analyze reasons for student errors)?
2. How will you get students to explore your essential question(s) (e.g., via whole-group discussions, small group discussions and seminars, reflective writings, integration into your classroom assessments)?
3. In what order will you sequence specific learning activities to ensure that students achieve your mastery objectives?
 - a. How will you frame the learning so that there is a “no-secrets” classroom?
 - b. How will you present information to maximize student engagement and long-term retention?
 - c. How will you foster higher-level thinking among all learners?
 - d. How will you help students make thinking habits visible, summarize/synthesize, and make connections?
 - e. What kinds of evidence of student learning will you collect and study?
4. As part of this process, how will you promote students’ language acquisition via speaking, listening, writing, and reading tasks—including focus on key academic vocabulary?
5. How will you differentiate content, process, and products to accommodate students’ varying readiness levels, interests, and learning profiles?

1. **Using Pre-Assessment/Diagnostic Data to Inform Instruction:**
2. **Using Essential Questions to Promote Student Discourse:**
3. **Sequencing to Create a No-Secrets Classroom That Promotes Higher-Order Thinking:**
4. **Promoting Students’ Language Acquisition:**
5. **Differentiating Teaching and Learning:**

Student Name:

Teacher:

Grade:

Week of:

Dominant Language:

Beginning Level:

Ending Level:

Focus Area:	Date:	Observation notes	Intervention/Strategy	Results
Reading: (e.g. DRA, Sight Words, Fluency, Comprehension)		Choose an item.		
		Choose an item.		
Written Language: (e.g. QSI, Writing Sample characteristics based on rubric)		Choose an item.		
Math (e.g. computation, algebraic thinking, rote counting, etc.)		Choose an item.		



Student Interview:		Where am I?	Where do I want to be? How am I going to get there?	Did I get there?



Additional Conference with:	Date	Type of Notes	Notes:
Name:		Choose an item.	
Name:		Choose an item.	

Mom/Dad this is my _____ (subject) teacher _____ (name)
 My grade in this class is _____ (grade). We are having this student led conference
 because _____.

Mama y Papa, te presento a mi maestro/a de la clase de _____ (matemáticas, lectura, arte), la señorita/señora o el señor _____. Mi calificación en esta clase es una _____. Esta conferencia de estudiante se lleva a cabo porque _____.

My performance in the following area is:

1) Homework:

I completed _____% of my homework. My homework grade is _____ (high/low) because _____. I spend _____ minutes _____ days per week working on homework. Overall, I feel my homework effort is _____.

1) La Tarea

Yo he terminado _____% de mi tarea. Mi calificación en la tarea es _____ porque _____. Yo duro _____ minutos _____ días por semana terminando mi tarea. Yo siento que mi esfuerzo en mi tarea, en general, es _____.

2) Class work:

During class time I focus for _____% of the class and turn in _____% of my work. I _____ (never, sometimes, often) disrupt others from learning. My behavior during class time is _____.

2) Trabajo de clase

Durante la clase, me enfoco _____% de la clase y entrego _____% de mi trabajo. Yo (nunca, a veces, siempre) interrumpo a los demás que están aprendiendo. Mi comportamiento en clase es _____.

3) Test/Quizzes:

My test/quiz average is _____. I study my flash cards for _____ minutes _____ days per week. My plan to improve my test/quiz grades is _____.

3) Prueba/Examen

Mi calificación en las pruebas/exámenes es _____. Yo estudio mis tarjetas de hechos por _____ minutos, _____ veces por semana. Tengo planeado hacer _____ para mejorar mis calificaciones de pruebas/exámenes.

Overall Performance:

In this class my strengths are _____ and my weaknesses are _____.

To improve my performance my plan is _____

I will stay on track by _____

En esta clase, mis fortalezas son _____ y mis debilidades son _____. Para mejorar mis calificaciones, estas son mis metas: _____. Para asegurar que alcanzo mis metas, voy a _____.

Attendance:

I have missed _____ days and been tardy _____ days. I am absent/tardy because _____ . Overall my attendance _____ (helps/hurts) my ability to learn. I can improve by _____ .

Asistencia:

Yo he faltado _____ días y he llegado tarde a la clase _____ días. Yo falte o llegue tarde porque _____. En general mi asistencia (me ayuda/no me ayuda) mi capacidad de aprender. Yo puedo seguir mejorando si yo _____.

My favorite lesson this quarter was _____, but I struggled the most with the _____ lesson. I can get help by _____.

Mi unidad favorita este cuarto fue _____, pero lo que se me hizo mas difícil fue la unidad de _____. Si necesito ayuda, yo puedo _____.

Socially as a --- _____ grader I feel (bullied/confident/shy _____)

Socialmente, yo me siento (con mucho confianza, tímido, intimidado) _____ en mi nivel.

Student Effort Checklist
Lista de esfuerzo para estudiantes

1. Did I take care of my physical/social needs before coming to class? (restroom, talking with friends, locker, water fountain)

¿Tome tiempo para mis necesidades físicas/sociales antes de venir a la clase? (servicios, hablar con amigos, armario, fuente de agua)

2. Did I come to class with a pencil, homework, materials?

He llegado a clase con un lápiz, mi tarea, y otros materiales necesarios?

3. Am I putting in sufficient time to get the job done?

Yo estoy utilizando suficiente tiempo para terminar mi trabajo?

4. Am I focused without distraction?

Yo me enfoque sin distraerme?

5. Did I reach out for help and know where to go for it?

Yo pide ayuda y sabia a quien preguntar si necesitaba ayuda?

6. Did I use different strategies and alternatives?

Yo use diferente estrategias y maneras de entender?

7. Do I get and use feedback during my work?

Yo obtuve concejos y los tomé?

8. Do I stick with it even when it was difficult?

Sigue intentando aunque estaba difícil?