

Reflect on Strategic Learning Practice, Assessment 1

Each and every student is supported by data that is used to monitor current understanding and provide feedback.

Consider how your students respond to the following questions:

- ▶ Are you learning, and how do you know?
- ▶ Are you struggling, and how do you know?
- ▶ How does checking for understanding and receiving feedback support your learning?

Think about your students' responses—remembering that your support is directly linked to developing student ownership—and use the following to help you reflect on the strengths and gaps of your support.

How often and how well do you offer these supports?

- Planned data checks are utilized to effectively monitor current student understanding of the learning outcomes.

- Direct and specific feedback affirms current understanding of the relevant standards and measurable and achievable learning outcomes.

- Direct and specific feedback clarifies or redirects current understanding and builds toward mastery of the relevant standards and measurable and achievable learning outcomes.

Table 3.9: Reflect on Strategic Learning Practice, Assessment 1

Reflect on Strategic Learning Practice, Assessment 2

Each and every student is supported by data that is used to monitor current understanding and adjust as needed.

Consider how your students respond to the following questions:

- ▶ Are you struggling, and how do you know?
- ▶ What supports might you need from the teacher?
- ▶ What strategies might you use to continue learning?

Think about your students' responses—remembering that your support is directly linked to developing student ownership—and use the following to help you reflect on the strengths and gaps of your support.

How often and how well do you offer these supports?

- Planned data checks are utilized to effectively monitor current student understanding of the learning outcomes.

- Information from data checks is used to consistently and effectively adjust instruction, building toward mastery of the relevant standards and measurable and achievable learning outcomes.

- Data is used to determine next steps, including reteaching.

- Data is used to determine next steps, including acceleration.

Table 3.10: Reflect on Strategic Learning Practice, Assessment 2

Reflect on Strategic Learning Practice, Assessment 3

Each and every student is supported by data that is used to differentiate based on predetermined student needs.

Consider how your students respond to the following questions:

- ▶ What specific areas of need do you have?
- ▶ What supports might you need from the teacher?
- ▶ What strategies might you use to continue learning?

Think about your students' responses—remembering that your support is directly linked to developing student ownership—and use the following to help you reflect on the strengths and gaps of your support.

How often and how well do you offer these supports?

- All differentiation is planned and meets the predetermined needs of the identified student or students.

- All differentiation aligns directly to and builds toward mastery of the relevant standards and measurable and achievable learning outcomes.

- Reflection on the purpose and value of specific differentiated supports is required of students.

Table 3.11: Reflect on Strategic Learning Practice, Assessment 3