

## Reflect on Strategic Learning Practice, Curriculum 1

*Each and every student is supported by relevant standards with measurable and achievable outcomes that are accessible and that drive all learning.*

Consider how your students respond to the following questions:

- ▶ What skill am I learning?
- ▶ Why am I learning this skill?
- ▶ How will I know that I have learned this skill?

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?

- The learning outcome aligns with a relevant standard and uses academically appropriate language.
- 

- The learning outcome aligns with what the standard calls for.
- 

- The learning outcome identifies how the students will show the demonstration of the learning.
- 

- All student learning is driven by the learning outcomes and can be attained from the lesson.
- 

- All students have access to the learning outcome.

Table 1.9: Reflect on Strategic Learning Practice, Curriculum 1

## Reflect on Strategic Learning Practice, Curriculum 2

*Each and every student is supported by units and lessons that provide an integrated approach and that support conceptual redundancy of the learning outcomes.*

Consider how your students respond to the following questions:

- ▶ How does learning in a variety of ways—listening, speaking, reading, and writing—support mastery of the skill?
- ▶ How does the current learning relate to previous and subsequent learning?
- ▶ How can I use this learning in the future?

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?

- The unit or lesson integration includes opportunities for students to listen, speak, read, and write about the learning outcome.

---

- The unit or lesson integration offers students a focus on both the content standards and the learning practices.

---

- The unit or lesson provides students with conceptual redundancy through multiple, varied interactions with the same concept.

---

- The unit or lesson aligns with previous learning and builds to subsequent learning.

Table 1.10: Reflect on Strategic Learning Practice, Curriculum 2

### **Reflect on Strategic Learning Practice, Curriculum 3**

*Each and every student is supported by access to curriculum materials that match the content and rigor of the learning outcomes.*

Consider how your students respond to the following questions:

- ▶ What materials am I using to support this learning?
- ▶ How do these materials support this learning?
- ▶ What other materials could I use to continue this 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?**

- The curriculum materials build to mastery of the relevant standards with measurable and achievable learning outcomes.
- 

- The curriculum materials are specifically selected to support the content of the standard or learning outcome.
- 

- The curriculum materials are specifically selected to support the rigor of the standard or learning outcome.
- 

- The curriculum materials are accessible to all students.

**Table 1.11: Reflect on Strategic Learning Practice, Curriculum 3**