GAEL Literacy Leadership Institute II
Day One

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Getting the Most Out of Your Literacy Leadership Institute

1   Be engaged! Be an active participant. Sherry will provide time for discussion throughout the professional learning experience. Be willing to share and learn with others. One of the greatest parts of the Literacy Leadership Institute is meeting new people who are trying innovative practices in their schools.

2   We would love to have you participate face-to-face. However, If part of your group is in-person and part is participating via LiveStream, your team will get more out of the discussion time if in-person participants can reach out via phone to include LiveStream team members. If your entire group is meeting virtually, it is recommended that participants try to be in close proximity so they can have the most meaningful discussions during group time.

3   Read or re-read the book, Coaching Redefined and visit the accompanying website. Both are full of resources that will benefit your instructional leadership efforts. You may even consider signing up for Sherry's monthly email, which will have additional free resources for you.

4   After each learning session, plan next steps for your team. GAEL has set up Zoom meetings between the sessions with Sherry. During these focus group sessions, be prepared to share what you have tried, what went well, what you might do differently next time, and in what areas do you still need support.

5   Get to know others in our group, work to build a network of professionals across the state who have the same desire as you to put literacy leadership and building the capacity of others through coaching as a priority.

6   We know what a challenge it is trying to teach, run a school/district during a pandemic! We applaud your efforts to keep the "main thing the main thing" (student literacy learning)! As much as you are able, try to keep the distractions during our learning time at a minimum so you can focus on the work of literacy leadership.

Thank you for joining us. We can't wait to learn with you this year!

Sherry St. Clair is the founder of Reflective Learning LLC, an educational consulting agency based in Kentucky. Her organization works with schools around the world, creating specialized training and coaching services for school administrators and educators. She holds a master's degree in Instructional Leadership, as well as a Rank I in Instructional Supervision.

Sherry has served as a Senior Consultant for the International Center for Leadership in Education and Houghton Mifflin Harcourt. As an international consultant, Sherry draws from her rich experience at various levels of public education–teaching elementary school, being an administrator in a high school of 1,300 students, working as a state consultant, and creating and facilitating virtual courses. Sherry is a highly regarded international speaker and consultant, providing educational agencies with expertise in the areas of instructional leadership, effective classroom practices, classroom walkthroughs, effective use of data and guidance on how to create structures for successful classroom coaching. Coaching schools to best meet the needs of all students is Sherry's passion.

Sherry developed virtual instructional workshops for the CTE Technical Assistance Center of New York. In partnership with the Successful Practices Network, Houghton Mifflin Harcourt, and The School Superintendent Association (AASA), Sherry worked to bring innovative practices to scale. Additionally, through Georgia Association of Educational Leaders, Sherry has facilitated Literacy Leadership Institutes for the past four years. This work has enabled district leaders, school administrators and instructional coaches an opportunity to focus on leading research-based literacy improvements in their schools and communities.

Sherry is a contributing author to Effective Instructional Strategies Volume 2 published by the International Center for Leadership in Education and 100 No-Nonsense Things that All Teachers Should Stop Doing. She has published numerous professional learning activity guides and facilitated webinar series focused on leadership and effective instructional practices. Her publication, Coaching Redefined: A Guide to Leading Meaningful Instructional Growth, was released in June of 2019 and has been utilized by instructional leaders all over the world. Her new book, Intentional Instructional Moves, was released inn September 2024.
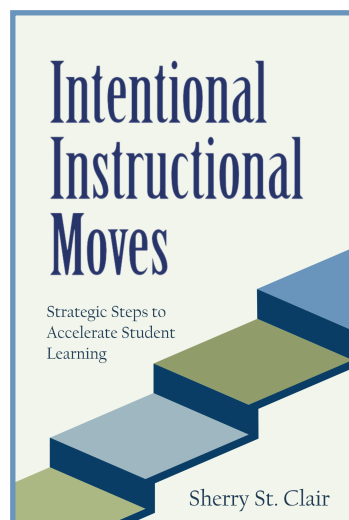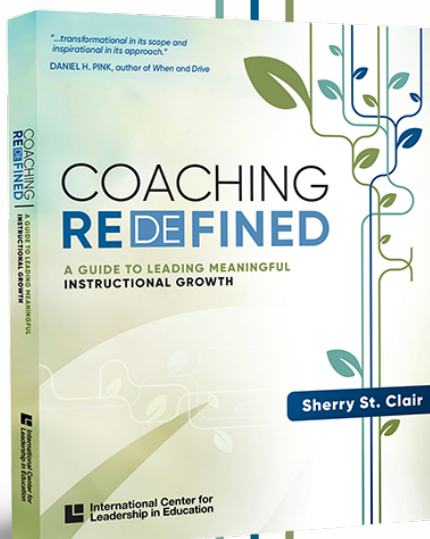
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Day One
Agenda

9:00-9:20-Welcome and Introduction
9:20-9:45-Where We Are
9:45-10:15-Review of Listening Tour/
Change Readiness
10:15-10:45-Real Values
10:45-11:00-Break
11:00-11:30-Career Skills
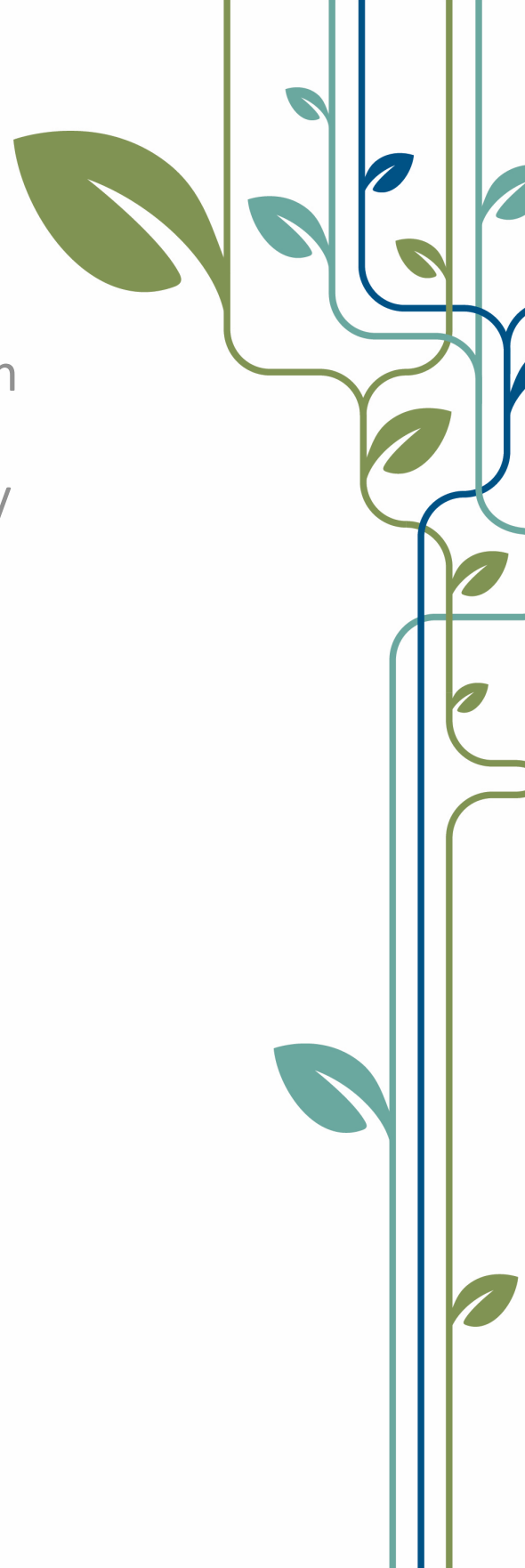11:30-12:00-Relevant Learning
12:00-1:00-Lunch
1:00-1:20-Georgia Department of
Education Update
1:20-2:00-Engaged Learning
2:00-2:15-Break
2:15-2:45-Rigorous Instruction
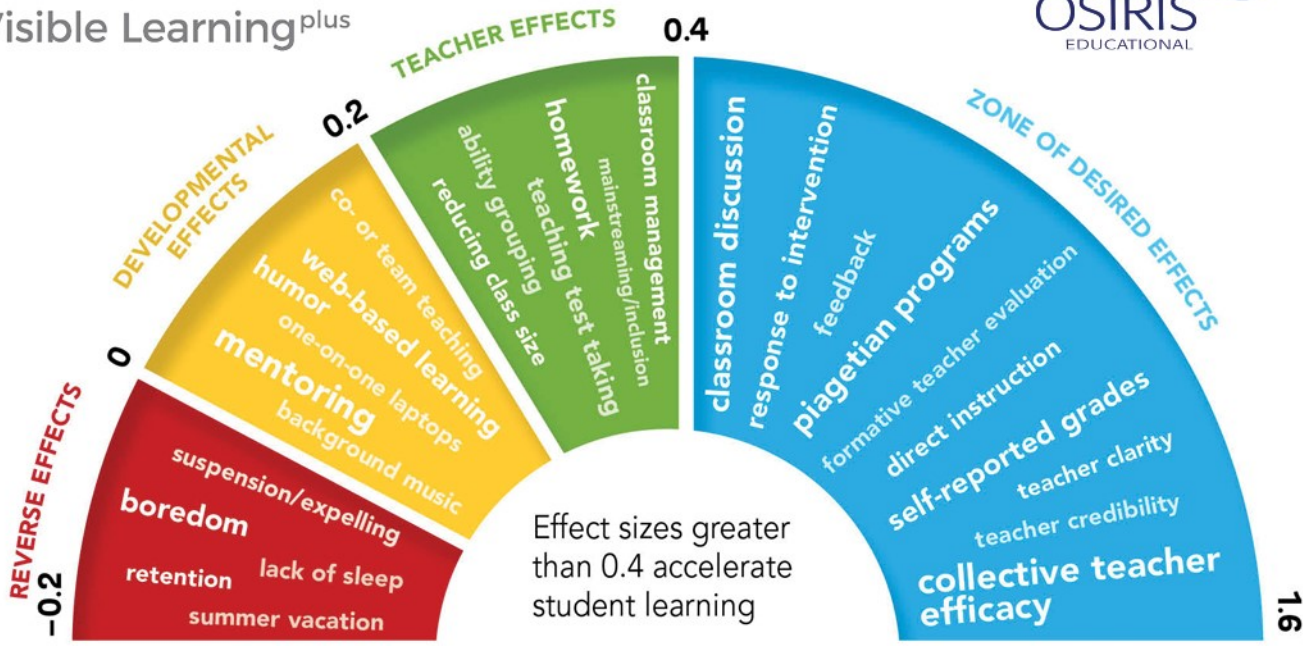2:45:3:00-Closing/Questions

Most Valuable Career Skills by 2025

Per the annual World Economic Forum report, the most valuable career skills by 2025 will be the following 10 skills:

1. **Analytical thinking and innovation:** In order to find creative solutions, you review new and possibly complicated information, examine that information to ensure it's factual, use reasoning skills to determine if the information follows a logical pattern and determine causes and effects.

2. **Active learning and learning strategies:** Utilizing strategies that work best for you, active learning requires you to evaluate what you know, understand what you need to know and have the initiative to learn that information through various means.

3. **Complex problem solving:** To solve complex problems requires being able to identify the problem, evaluate all pertinent information and factors, consider a range of possible solutions, think critically through different solution options and their potential outcomes, and then make a judgment as to which solution to select. A series of skills go into complex problem solving, including observation skills, analysis, creativity, innovative thinking, evaluation, perseverance, and resilience, to name some.

4. **Critical thinking and analysis:** To think critically is to think deeply. Critical thinking requires that you first suspend judgment to evaluate all related factors and perspectives as objectively as possible. It entails taking time to think through what you might not be considering or yet seeing. Reason, logic, and judgment are all used to analyze and evaluate information to, ultimately, probe far beyond the surface of the matter at hand.

5. **Resilience, stress tolerance and flexibility:** Through self-management, you are able to develop coping mechanisms to overcome and adapt to challenges in a healthy manner. By strengthening the five pillars of resistance- self-awareness, mindfulness, self-care, positive relationship and purpose -you can be more emotionally, mentally and behaviorally flexible and adjust to both the internal and external demands.

6. **Creativity, originality and initiative:** To be creative is to imagine something new from the information and data available. Creativity emerges from a capacity to view the world differently, connect seemingly disconnected dots, and unearth unseen patterns to conceive something new. To be creative is to apply critical thinking and empathy to imagine experiences, ideas, and things from other perspectives. With your creative skills, you take the initiative to make something original.

7. **Leadership and social influence:** Through the use of leadership skills-trustworthiness, reliability, organization skills, interpersonal and social skills- you are able to maximize the efforts of those around you towards the accomplishment of a common goal.

8. **Reasoning, problem-solving and ideation:** In a logical way, you are able to understand the problem and move from a hypothesis to a conclusion. You use information to solve complex problems and generate logical and potential solutions.

9. **Technology, design and programming:** Utilizing a combination of text, graphics and style elements, you are able to logically and purposefully create new technologies.

10. **Technology use, monitoring, and control:** technologies Remotely, you are able to monitor and manage technology to ensure it is working properly at all times. If it is not working properly, you are able to utilize problem-solving skills in order to fix it.

Visible Learning plus

TEACHER EFFECTS

DEVELOPMENTAL EFFECTS

REVERSE EFFECTS

ZONE OF DESIRED EFFECTS

0.4
0.2
0
-0.2
1.6

classroom management
homework
teaching
test taking
mainstreaming/inclusion
ability grouping
reducing class size

co- or team teaching
web-based learning
humor
one-on-one laptops
mentoring
background music

suspension/expelling
boredom
retention
lack of sleep
summer vacation

classroom discussion
response to intervention
feedback
piagetian programs
formative teacher evaluation
direct instruction
self-reported grades
teacher clarity
teacher credibility
collective teacher efficacy

Effect sizes greater than 0.4 accelerate student learning

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Desired Effects

Collective teacher efficacy	1.57	Classroom discussion	.82
Self-reported grades	1.33	Teacher clarity	.75
Response to intervention	1.29	Feedback	.70
Piagetian programs	1.28	Direct instructions	.60
Teacher credibility	.90	Formative teacher evaluation	.48

Typical Teacher Effects

Classroom management	.35	Homework	.29
Ability grouping	.30	Mainstreaming/inclustion	.27
Teaching test taking	.30	Class size	.21

Developmental Effects

Co-/team teaching	.19	Mentoring	.12
Web-based learning	.18	Background music	.10
One-on-one laptops	.16	Humor	.04

Reverse Effects

Summer vacations	-.02	Suspension/expelling	-.20
Lack of sleep	-.05	Moving Between Schools	-.34
Retention	-.32	Boredom	-.49

Visible Learning™ 250+ Influences on Student Achievement

The Visible Learning™ research synthesises findings from **1,600+** meta-analyses of **95,000+** studies involving **300** million students, into what works best in education.

Key for rating

- Potential to considerably accelerate student achievement
- Potential to accelerate student achievement
- Likely to have positive impact on student achievement
- Likely to have small positive impact on student achievement
- Likely to have a negative impact on student achievement

ES Effect size calculated using Cohen's d

STUDENT

Influence	ES
Prior knowledge and background	
Field independence	0.94
Non-standard dialect use	-0.29
Piagetian programs	1.28
Prior ability	0.98
Prior achievement	0.59
Relating creativity to achievement	0.35
Relating high school to university achievement	0.60
Relating high school achievement to career performance	0.38
Self-reported grades	1.33
Working memory strength	0.66
Beliefs, attitudes and dispositions	
Attitude to content domains	0.46
Concentration/persistence/ engagement	0.54
Grit/incremental vs. entity thinking	0.25
Mindfulness	0.28
Morning vs. evening	0.12
Perceived task value	0.46
Positive ethnic self-identity	0.12
Positive self-concept	0.47
Self-efficacy	0.71
Stereotype threat	-0.33
Student personality	0.30
Motivational approach, orientation	
Achieving motivation and approach	0.42
Boredom	-0.47
Deep motivation and approach	0.57
Depression	-0.26
Lack of stress	0.17
Mastery goals	0.06
Motivation	0.38
Performance goals	-0.01
Anxiety	-0.44
Surface motivation and approach	-0.14
Physical influences	
ADHD	-0.90
ADHD – treatment with drugs	0.32
Breastfeeding	0.04
Deafness	-0.61
Exercise/relaxation	0.21
Gender on achievement	0.08
Illness	-0.44
Lack of sleep	-0.05
Full compared to pre-term/low birth weight	0.57
Relative age within a class	0.45
Bullying	-0.20

CURRICULA

Influence	ES
Reading, writing and the arts	
Comprehensive instructional programs for teachers	0.72
Comprehension programs	0.55
Drama/arts programs	0.42
Exposure to reading	0.43
Music programs	0.30
Phonics instruction	0.60
Repeated reading programs	0.75
Reading Recovery	0.53
Sentence combining programs	0.15
Spelling programs	0.58
Visual-perception programs	0.55
Vocabulary programs	0.63
Whole language approach	0.06
Writing programs	0.46
Math and sciences	
Manipulative materials on math	0.30
Mathematics programs	0.59
Science programs	0.56
Use of calculators	0.27
Other curricula programs	
Bilingual programs	0.36
Career interventions	0.38
Chess instruction	0.34
Conceptual change programs	0.99
Creativity programs	0.64
Diversity courses	0.09
Extra-curricula programs	0.20
Integrated curricula programs	0.47
Juvenile delinquent programs	0.12
Motivation/character programs	0.35
Outdoor/adventure programs	0.43
Perceptual-motor programs	0.08
Play programs	0.50
Social skills programs	0.37
Tactile stimulation programs	0.58

HOME

Influence	ES
Family structure	
Adopted vs non-adopted care	0.25
Engaged vs disengaged fathers	0.21
Intact (two-parent) families	0.22
Other family structure	0.16
Home environment	
Corporal punishment in the home	-0.33
Early years' interventions	0.44
Home visiting	0.29
Moving between schools	-0.30
Parental autonomy support	0.12
Parental involvement	0.45
Parental military deployment	-0.16
Positive family/home dynamics	0.52
Television	-0.18
Family resources	
Family on welfare/state aid	-0.12
Non-immigrant background	0.01
Parental employment	0.03
Socio-economic status	0.52

SCHOOL

Influence	ES
Leadership	
Collective teacher efficacy	1.39
Principals/school leaders	0.37
School climate	0.43
School resourcing	
External accountability systems	0.20
Finances	0.21
Types of school	
Charter schools	0.04
Religious schools	0.24
Single-sex schools	0.08
Summer school	0.19
Summer vacation effect	0.02
School compositional effects	
College halls of residence	0.05
Desegregation	0.28
Diverse student body	0.10
Middle school interventions	0.18
Out-of-school curricula experiences	0.07
School choice programs	0.12
School size (600-900 students at secondary)	0.43
Other school factors	
Counseling effects	0.35
Modifying school calendars/ timetables	0.09
Pre-school programs	0.28
Suspension/expelling students	-0.20

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Call us on **01790 755 787** or visit **www.osiriseducational.co.uk**

visiblelearningplus.com
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Visible Learning™ 250+ Influences on Student Achievement

CLASSROOM	ES
Classroom composition effects	
Detracking	0.09
Mainstreaming/inclusion	0.25
Multi-grade/age classes	0.04
Open vs. traditional classrooms	0.01
Reducing class size	0.15
Retention (holding students back)	-0.32
Small group learning	0.47
Tracking/streaming	0.12
Within class grouping	0.18
School curricula for gifted students	
Ability grouping for gifted students	0.30
Acceleration programs	0.68
Enrichment programs	0.48
Classroom influences	
Background music	0.10
Behavioral intervention programs	0.62
Classroom management	0.35
Cognitive behavioral programs	0.29
Decreasing disruptive behavior	0.34
Mentoring	0.12
Positive peer influences	0.53
Strong classroom cohesion	0.53
Students feeling disliked	-0.19

TEACHER	ES
Teacher attributes	
Average teacher effects	0.32
Teacher clarity	0.75
Teacher credibility	1.09
Teacher estimates of achievement	1.29
Teacher expectations	0.43
Teacher personality attributes	0.24
Teacher performance pay	0.05
Teacher verbal ability	0.22
Teacher-student interactions	
Student rating of quality of teaching	0.45
Teachers not labeling students	0.44
Teacher-student relationships	0.68
Teacher education	
Initial teacher training programs	0.10
Micro-teaching/video review of lessons	0.88
Professional development programs	0.37
Teacher subject matter knowledge	0.23

STUDENT LEARNING STRATEGIES	ES
Strategies emphasizing student meta-cognitive/ self-regulated learning	
Elaboration and organization	0.75
Elaborative interrogation	0.56
Evaluation and reflection	0.75
Meta-cognitive strategies	0.55
Help seeking	0.72
Self-regulation strategies	0.52
Self-verbalization and self-questioning	0.59
Strategy monitoring	0.58
Transfer strategies	0.86
Student-focused interventions	
Aptitude/treatment interactions	0.11
Individualized instruction	0.23
Matching style of learning	0.32
Student-centered teaching	0.36
Student control over learning	0.02
Strategies emphasizing student perspectives in learning	
Peer tutoring	0.51
Volunteer tutors	0.51
Learning strategies	
Deliberate practice	0.79
Effort	0.77
Imagery	0.51
Interleaved practice	0.47
Mnemonics	0.80
Note taking	0.51
Outlining and transforming	0.66
Practice testing	0.46
Record keeping	0.52
Rehearsal and memorization	0.73
Spaced vs. mass practice	0.65
Strategy to integrate with prior knowledge	0.93
Study skills	0.45
Summarization	0.74
Teaching test taking and coaching	0.30
Time on task	0.44
Underlining and highlighting	0.44

TEACHING STRATEGIES	ES
Strategies emphasizing learning intentions	
Appropriately challenging goals	0.59
Behavioral organizers	0.42
Clear goal intentions	0.51
Cognitive task analysis	1.29
Concept mapping	0.64
Goal commitment	0.40
Learning goals vs. no goals	0.51
Learning hierarchies-based approach	0.19
Planning and prediction	0.76
Setting standards for self-judgement	0.75
Strategies emphasizing success criteria	
Mastery learning	0.61
Worked examples	0.37
Strategies emphasizing feedback	
Classroom discussion	0.82
Different types of testing	0.12
Feedback	0.66
Formative evaluation	0.34
Questioning	0.48
Response to intervention	1.09
Teaching/instructional strategies	
Adjunct aids	0.35
Collaborative learning	0.34
Competitive vs. individualistic learning	0.24
Cooperative learning	0.40
Cooperative vs. competitive learning	0.53
Cooperative vs. individualistic learning	0.55
Direct instruction	0.59
Discovery-based teaching	0.21
Explicit teaching strategies	0.57
Humor	0.04
Inductive teaching	0.44
Inquiry-based teaching	0.46
Jigsaw method	1.20
Philosophy in schools	0.43
Problem-based learning	0.35
Problem-solving teaching	0.67
Reciprocal teaching	0.74
Scaffolding	0.58
Teaching communication skills and strategies	0.43

TECHNOLOGY, SCHOOL, & OUT-OF-SCHOOL STRATEGIES	ES
Implementations using technologies	
Clickers	0.22
Gaming/simulations	0.34
Information communications technology (ICT)	0.48
Intelligent tutoring systems	0.51
Interactive video methods	0.54
Mobile phones	0.43
One-on-one laptops	0.16
Online and digital tools	0.26
Programmed instruction	0.23
Technology in distance education	0.01
Technology in mathematics	0.33
Technology in other subjects	0.55
Technology in reading/literacy	0.29
Technology in science	0.23
Technology in small groups	0.21
Technology in writing	0.42
Technology with college students	0.42
Technology with elementary students	0.44
Technology with high school students	0.30
Technology with learning needs students	0.57
Use of PowerPoint	0.26
Visual/audio-visual methods	0.22
Web-based learning	0.33
Implementations using out-of-school learning	
After-school programs	0.40
Distance education	0.14
Home-school programs	0.16
Homework	0.29
Service learning	0.58
Implementations that emphasize school-wide teaching strategies	
Co- or team teaching	0.19
Interventions for students with learning needs	0.77
Student support programs – college	0.21
Teaching creative thinking	0.37
Whole-school improvement programs	0.28

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Listening Tour Questions

Questions to ask teachers about themselves:

- What are your strengths as a teacher?
- In what ways would you like to grow professionally? What, if anything, has stood in the way of your professional growth and ability to meet goals?
- How can we improve learning for your students?
- How do you hear the voices of your students in your classroom?
- How do you know students are learning in your classroom?
- What has been the most meaningful professional learning experience you've had? Why was it so meaningful to you? How did it help you change instruction?
- Have you been involved in coaching before, and how did you come to get involved in it? What did you think of the experience? How do you feel about having a coach now? (This series of questions will require extra reassurance that the more honest teachers are in their answers, the more they will get out of their experience with you.)
- Is there anything else you feel I should know to help me serve you best as your coach?

Questions to ask teachers about school culture:

- What do you feel is the greatest strength of the school?
- Do you feel your school is growing, evolving, and improving?
- What aspect of the school needs to grow the most and why?
- How do you hear the voices of students in the school?
- How do you hear the voices of parents and the community in the school?
- Is equity important in your school? If so, how is it addressed?
- How do you feel the school prepares students for careers and college?
- How do you feel supported in your professional growth and development? Who or what is most supportive?
- How do you feel about the demands currently placed on you and your colleagues? Are they reasonable or do they feel impossible to meet? Please explain.
- Would you describe the school as one that sticks with a few initiatives or one that cycles through many initiatives? Please explain.
- What resources are you most grateful to have? What resources do you wish you had?

Listening Tour Questions

Questions to ask students about their learning:

- Do your classes feel hard to you? If they are hard, what makes them hard? If they are easy, what makes them easy?
- Do you know why you're learning what you're learning?
- Do you think what you are learning will be helpful to you in your future, while you're still in school, and after you've graduated?
- Do you feel that your school values and rewards academics or sports or both? Or something else?
- Are your learning successes celebrated? If so, how?
- When you are in a class where you are having fun, being challenged, and learning a lot, what about the class makes it so engaging?
- When you are bored in school, why are you bored?

Questions to ask students about school culture:

- What makes you most proud to be a student at this school?
- If you could change something about the school, what would it be?
- Do you think that the school tries to give the same opportunities to all different kinds of students? Why?
- When students have ideas, do you feel that the adults in your school are open to hearing and considering them?

Questions to ask parents/guardians about their child's learning:

- Is your child's learning rigorous, where rigor can be defined as requiring complex and deep modes of thinking (e.g., analyzing, synthesizing, and/or evaluating information; creating new ideas, concepts, solutions, etc.)? If yes, what makes it rigorous?
- How relevant is your child's learning to her future? Please explain.
- How is your child academically supported at school?
- Is your child engaged in school?
- Is your child learning interpersonal/social-emotional skills and today's career skills? If yes, how are these skills taught, and which ones are taught?

Listening Tour Questions
Continued from previous page

Questions to ask parents/guardians about school culture:

- Do you feel that your voice and input are wanted, solicited, valued, and heard at the school, and how?
- Can you think of a time something at the school was changed because of parent feedback?
- Would you describe the school as one that is eager and open to changing instruction and programs as college, career, and technology demands change?
- How does the school communicate with you, and how often? What are they communicating? Are there ways they could communicate more effectively with you?
- Does the school give equal opportunity to all students? Does the school seem to value equity? If not, what makes you say this?
- Does the school show it cares about your child's emotional well-being? If yes, how do they show this?
- Do you feel the school values and rewards academics? Sports? Something else? How, and how often?
- What makes you most proud to send your child to this school?
- If you could improve one thing about the school, what would it be?
- Is there anything else you feel is important for me to know?

Questions to ask community members about the school:

- In your experience, are school graduates prepared for careers?
- Do graduates show the necessary academic and technical skills for success in careers? If yes, how?
- Do graduates possess the interpersonal/social-emotional and professional skills for success in careers? If not, what are they lacking?
- Are current and past students polite and well behaved in the community? Do they show a sense of social responsibility?
- In general, do you feel confident handing over your community to the school's next generation of graduates? If so, why? If not, why not?
- In your experience, does school leadership show a sincere concern for the achievement and wellbeing of its students and their capacity to be productive members of your community?
- If you have ever tried to engage with school leadership to bring forth improvement and change, do you generally find them open to ideas and collaboration?

	Real Value	Summary	Reflection
1	Listening to Learn		
2	Leadership and Lifelong Learning		
3	Deep Thinking		
4	Communication		
5	Honesty and Courage		
6	Realistic Optimism		
7	Compassion		
8	Professionalism		
9	Commitment to Instructional Skills		

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Teacher Visitation Form

Goal of Visit:	
Teacher Visited:	**Date/Time:**
Teacher Actions:	**Student Actions:**

Resources Shared:

Summary:

Coaching & Observing Learning Engagement: Reflection Questions

Active Participation	• What evidence demonstrates that students stay on task and actively engaged during the entire lesson? • How do students take ownership of learning new content? • How do students demonstrate active listening during the lesson? • How do students exhibit respect for their classmates? • To what extent is class time utilized wisely with minimal disruptions or lost instructional time? • How do students seek to improve their own performance? • What evidence demonstrates that students monitor and adjust their own participation? • What evidence demonstrates that students collaborate with others to accomplish assignments? • What evidence demonstrates that students corrected each other respectfully when off task? • To what extent do students exhibit signs of valuing the content taught? • What evidence demonstrates that students are given opportunities to interact and collaborate with their peers? • In what ways is active participation creating opportunities for use of today's career skills, and which ones?
Learning Environment	• To what degree are the classroom learning procedures and routines well established yet remain flexible to adapt to the learning task as needed? • How are students participating in the development of classroom expectations? • What evidence demonstrates that students are provided with timely and effective feedback to help them guide their learning? • What evidence demonstrates that students persevere through productive struggle? • To what extent do students exhibit signs of feeling safe to make mistakes? • To what extent do students demonstrate care and respect for peers, the teacher, and the learning environment? • How effectively do students transition from one learning task to another? • To what extent do students pay attention to the details of their learning tasks? • What evidence demonstrates that high expectations are set for all students? • What evidence demonstrates that students exhibit pride in high-quality work? • How is the learning environment promoting use of today's career skills, and which ones?

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Formative Processes and Tools	• What evidence indicates that students demonstrate mastery of content through opportunities to self-reflect and set goals?
	• To what degree do students demonstrate the ability to share responsibility for their learning?
	• What evidence demonstrates that students understand and can articulate how their work is assessed?
	• How do assessment results indicate that students are exceeding expected outcomes?
	• To what extent are formative assessment results used to adjust instruction immediately?
	• How is differentiation utilized in the classroom and to what impact?
	• Are students aware of the criteria that will be used to assess their learning?
	• To what extent are students engaged in self-reflection?
	• How are formative processes and tools contributing to the use of today's career skills, and which ones?

Engagement Strategies

Strategy	Effect Size	Virtual Learning

HESS COGNITIVE RIGOR MATRIX (READING CRM):
Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
		Use these Hess CRM curricular examples with most close reading or listening assignments or assessments in any content area.		
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	o Recall, recognize, or locate basic facts, terms, details, events, or ideas explicit in texts o Read words orally in connected text with fluency & accuracy			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	o Identify or describe literary elements (characters, setting, sequence, etc.) o Select appropriate words when intended meaning/definition is clearly evident o Describe/explain who, what, where, when, or how o Define/describe facts, details, terms, principles o Write simple sentences	o Specify, explain, show relationships; explain why (e.g., cause-effect) o Give non-examples/examples o Summarize results, concepts, ideas o Make basic inferences or logical predictions from data or texts o Identify main ideas or accurate generalizations of texts o Locate information to support explicit-implicit central ideas	o Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) o Identify/ make inferences about explicit or implicit themes o Describe how word choice, point of view, or bias may affect the readers' interpretation of a text o Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience	o Explain how concepts or ideas specifically relate to other content domains (e.g., social, political, historical) or concepts o Develop generalizations of the results obtained or strategies used and apply them to new problem-based situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	o Use language structure (pre/suffix) or word relationships (synonym/ antonym) to determine meaning of words o Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use o Apply basic formats for documenting sources	o Use context to identify the meaning of words/phrases o Obtain and interpret information using text features o Develop a text that may be limited to one paragraph o Apply simple organizational structures (paragraph, sentence types) in writing	o Apply a concept in a new context o Revise final draft for meaning or progression of ideas o Apply internal consistency of text organization and structure to composing a full composition o Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text	o Illustrate how multiple themes (historical, geographic, social, artistic, literary) may be interrelated o Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	o Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) o Decide which text structure is appropriate to audience and purpose	o Categorize/compare literary elements, terms, facts/details, events o Identify use of literary devices o Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts o Distinguish: relevant-irrelevant information; fact/opinion o Identify characteristic text features; distinguish between texts, genres	o Analyze information within data sets or texts o Analyze interrelationships among concepts, issues, problems o Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text o Use reasoning, planning, and evidence to support inferences	o Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes o Analyze complex/abstract themes, perspectives, concepts o Gather, analyze, and organize multiple information sources o Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	"UG" – unsubstantiated generalizations = stating an opinion without providing any support for it!		o Cite evidence and develop a logical argument for conjectures o Describe, compare, and contrast solution methods o Verify reasonableness of results o Justify or critique conclusions drawn	o Evaluate relevancy, accuracy, & completeness of information from multiple sources o Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	o Brainstorm ideas, concepts, problems, or perspectives related to a topic , principle, or concept	o Generate conjectures or hypotheses based on observations or prior knowledge and experience	o Synthesize information within one source or text o Develop a complex model for a given situation o Develop an alternative solution	o Synthesize information across multiple sources or texts o Articulate a new voice, alternate theme, new knowledge or perspective

Coaching & Observing Rigor: Reflection Questions

Thoughtful Work	• What level of thinking is required for the work? • To what degree do students participate in learning tasks that require them to analyze, synthesize, evaluate, and/or create information? • How do the learning tasks give students the opportunity to adapt their knowledge to new activities? • What evidence demonstrates that students take responsibility for extending their learning beyond the task assigned? • How do students demonstrate an ability to pursue self-discovery? • To what extent do students take risks and self-select avenues to best represent their own thinking? • Specifically, how is the thoughtful work incorporating today's careers skills, and which ones?
High-Level Questioning	• To what extent are students exposed to questions that ascertain their ability to analyze, synthesize, evaluate, and/or create information? • What evidence do you find that students can create and respond to questions in ways that demonstrate their ability to analyze, synthesize, and/or evaluate information? • What evidence demonstrates that students are able to ask the teacher questions that show they are analyzing, synthesizing and/or evaluating information? • To what extent do students demonstrate independent thinking? • What evidence demonstrates that students are able to challenge the thinking of their peers? • What evidence demonstrates that students are able to ask classmates questions that probe for analysis, synthesis, and/or information evaluation? • To what degree do students respond to their classmates' rigorous questions without guidance from the teacher? • How do students explain their answers, using credible sources and reasoning, when responding to questions that require them to analyze, synthesize, and/or evaluate information? • How are high-rigor questions creating opportunities for students to apply today's career skills, and which ones?

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Coaching & Observing Rigor: Reflection Questions

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Academic Discussion	- To what degree do students verbalize learned content through the correct use of content-rich academic vocabulary? - To what degree do students primarily drive the discussion? - What evidence demonstrates that students add value to the thoughts their classmates share? - How do students stay engaged in academic conversations with their peers? - What evidence demonstrates that students are able to justify their thinking with evidence? - How are students taking responsibility to make unsolicited contributions to class discussions? - To what degree do students make an effort to hear from all other students? - What evidence demonstrates that students' thoughts matter to and are respected by all in the room? - How do students ask for clarification when needed? - How are academic discussions creating opportunities for students to apply today's career skills, and which ones?

Coaching & Observing Relevance: Reflection Questions

Meaningful Work	• To what degree are students engaged in tasks that require them to apply learned information in interdisciplinary tasks? • How do students create original content while engaged in interdisciplinary tasks? • How do students demonstrate cognitive flexibility when completing learning tasks? • To what degree do students exhibit the ability to select, organize, and present content through relevant products? • What evidence shows that there are multiple possible solutions to the task students are assigned? • How does the lesson encourage students to create their own relevant, real-world tasks? • Specifically, how is meaningful work incorporating today's careers skills, and which ones?
Authentic Resources	• What evidence demonstrates that students are engaging with multiple sources of information? • To what degree do students use a variety of sources of information, both primary and secondary? • What evidence demonstrates that students utilize real-world tools to complete the learning task? • What evidence demonstrates that students utilize digital tools to complete the learning task? • To what degree are multi-format resources utilized during the lesson? • What evidence demonstrates that students are able to select and use a variety of resources? • What evidence shows that students have an opportunity to solve both predictable and unpredictable real-world problems? • How is the lesson structured around an essential question that relies on students selecting multiple authentic texts and resources to engage in real-world problem solving? • How is the use of authentic resources creating opportunities for students to apply today's career skills, and which ones?

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Coaching & Observing Relevance: Reflection Questions

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Learning Connections	• How do students demonstrate an ability to apply learned content to their lives?
	• How do students demonstrate an ability to apply content to real-world applications?
	• How do students demonstrate the ability to connect learned content to real-world, unpredictable situations?
	• How is the lesson designed to give students an opportunity to create connections between the learned content and the real world?
	• What evidence demonstrates that time has been allotted for students to make personal connections as part of the lesson?
	• How are learning connections being used to create opportunities for students to apply today's career skills, and which ones?

Awesome Applause Award

_____ you earned my Awesome Applause because _____

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Awesome Applause Award

_____ you earned my Awesome Applause because _____

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Awesome Applause Award

_____ you earned my Awesome Applause because _____

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Reflecting on the Day

Today I expected to learn...	**What I learned...**
What worked best for me...	**What I need or need to know is...**