Lesson Segments Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence
☐ Teacher has a learning goal posted so that all students can see it
☐ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
☐ Teacher makes reference to the learning goal throughout the lesson
☐ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
☐ Teacher makes reference to the scale or rubric throughout the lesson

Student Evidence
☐ When asked, students can explain the learning goal for the lesson
☐ When asked, students can explain how their current activities relate to the learning goal
☐ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Scale Levels: (choose one)
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

<table>
<thead>
<tr>
<th>Scale</th>
<th>Innovating</th>
<th>Applying</th>
<th>Developing</th>
<th>Beginning</th>
<th>Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing clear learning goals and scales (rubrics)</td>
<td>Adapts and creates new strategies for unique student needs and situations.</td>
<td>Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.</td>
<td>Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.</td>
<td>Uses strategy incorrectly or with parts missing.</td>
<td>Strategy was called for but not exhibited.</td>
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Reflection Questions

<table>
<thead>
<tr>
<th>Providing clear learning goals and scales (rubrics)</th>
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</thead>
<tbody>
<tr>
<td>What are you learning about your students as you adapt and create new strategies?</td>
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<td>How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?</td>
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<td>In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?</td>
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<td>How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?</td>
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<td>How can you begin to incorporate some aspects of this strategy into your instruction?</td>
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2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

**Teacher Evidence**
- Teacher helps student track their individual progress on the learning goal
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- Teacher charts the progress of the entire class on the learning goal

**Student Evidence**
- When asked, students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal

**Scale Levels: (choose one)**
- Innovating
- Applying
- Developing
- Beginning
- Not Using
- Not Applicable

3. Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

**Teacher Evidence**
- Teacher acknowledges students who have achieved a certain score on the scale or rubric
- Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- Teacher acknowledges and celebrates the final status and progress of the entire class
- Teacher uses a variety of ways to celebrate success
  - Show of hands
  - Certification of success
  - Parent notification
  - Round of applause

**Student Evidence**
- Student show signs of pride regarding their accomplishments in the class
- When asked, students say they want to continue to make progress

**Scale Levels: (choose one)**
- Innovating
- Applying
- Developing
- Beginning
- Not Using
- Not Applicable

4. Student Interviews

**Student Questions:**
- What learning goal did today’s lesson focus on?
- How well are you doing on that learning goal?
- Describe the different levels you can be at on the learning goal.