

## LOOKING AT YOUR TEACHING

### **Planning Ahead:**

- What is the purpose of your lesson and what are the goals? How relevant are they to students' needs and interests as well as to "best" literacy practices?
- How will you ensure students know and understand the lesson purpose and goals?
- What stage of the Optimal Learning Model are you in and why? (How much demonstrating and support do students need?)
- What do you want students to be able to do?
- What resources and teaching methods will you use?
- How will you accommodate, support, and differentiate instruction for struggling learners, English language learners, and gifted students?
- How will you know students have succeeded?

### **Teaching and Learning:**

- Is the teaching "responsive teaching" or "telling teaching"?
- Who is doing most of the work?
- What opportunities do students have to talk and interact?
- How does the pacing of your lesson impact student engagement?
- How is assessment embedded into the lesson?
- How is instruction adjusted according to students' responses?
- How are you providing time for guided and independent practice?
- How are students' efforts and achievements celebrated?

### **Evaluating:**

- What went well? (Name all you did that contributes to students' success.)
- Is there anything you think you might have done differently?
- How independent are the students in problem solving, finding and using resources, self-monitoring, self-evaluation?
- What have students learned? What is your evidence?
- How can you provide additional support for students who need it most?
- How are students evaluating their own learning and setting new goals?
- Are students doing their best work or are they satisfied to do mediocre work?
- What are your next steps and why?