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| **Critical Attributes of Effective Instruction** | |
| 1. Identifying the new learning- previewing the topic specific to this lesson. | * The new learning for today * Aligned to the standards * Clear learning goals |
| 2. Communicate clear learning goals. | * Referenced by the teacher and by students * Conspicuously posted * Large enough to read * Visible to all students during lesson * Written in student friendly language |
| 3. Instructional strategies- a variety of methods that ensure all students learn. | * Explicit teaching of new content and skills * I do, you do, we do or modeling, guided practice, independent practice * Chunking and scaffolding information into digestible bites * Accommodations and modifications for Special Education/504, and English Learners |
| 4. Level of thinking- cognitive level at which student is to function with the content. | * Highest level required in the lesson * Matches the **level of rigor (DOK)** required in the standards * Students are applying and deepening their understanding of the content |
| 5. Assessment of new learning- evidence that demonstrates students learned it. | * Specific to **this** lesson * Checks for understanding throughout the lesson, i.e., guided practice after each significant chunk of learning * Activities students will perform that demonstrate they have learned, the “show” or “do” part of the lesson * Measurable- teacher can see or hear that all students have learned * Performed by **all** students and demonstrated by the end of the lesson * Sincerely checked by the teacher |

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| **Purpose** | * Reflection on practice and opportunity for continuous growth * Identify strengths and weakness * Looking for the biggest impact on learning * Focused on objectives and collecting data to support instructional improvement |
| “What was your learning objective during this lesson?” |  |
| “What data or evidence do you have that indicates that all students achieved this objective?” |  |
| “What did you do (as the instructor) that contributed most to the learning? |  |
| “What would you do differently in your next lesson based on your reflection today?” |  |