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| --- | --- | --- | --- |
| **Teacher Name** |  | **Date & Period** |  |
| **Course/Grade** |  | **Lesson Topic** |  |
| **Objective** | Posted? ❑ Yes ❑ NoAligned with written curriculum? ❑ Yes ❑ NoInclude objective here: | **Agenda-Student Activities** | Posted? ❑ Yes ❑ NoAligned with the objective? ❑ Yes ❑ NoInclude agenda here: |
| **Lesson Type** | **Webb’s Taxonomy** |
| ❑ Direct Instruction❑ Whole Group❑ Individual (Seat-Work)❑ Individual w/ 1:1 Instruction❑ Performance Based❑ Cooperative Groups❑ Stations |  | ❑ Recall & Reproduction (1)❑ Skills & Concepts (2)❑ Strategic Thinking (3)❑ Extended Thinking (4) |
| **Effective Teaching Strategies** | **Overall Classroom Engagement** |
| * Modeling
* Q & A
* Similarities and Differences
* Effort & Recognition
* Homework and Practice
* Non-linguistic Representation
* Cooperative Learning
* Setting objectives and providing feedback
* Generating and testing hypotheses
* Non-Fiction Writing
 | * **High Level** – Authentic engagement and strategic compliance are prominent. No rebellion, little retreatism and ritual compliance.
* **Moderate Level** – No rebellion, some retreatism, a near equal amount of strategic compliance and ritual compliance, but only some authentic engagement.
* **Low Level** – Rebellion and/or retreatism are present as well as a high percentage of strategic and ritual compliance – little, if any, authentic engagement.
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| **Types of Writing** | **Thoughts, Ideas, and Comments** |
| Type of writing used in this lesson:❑ Descriptive ❑ Analysis ❑ PersuasionIf none of the 3 types of writing is observed, provide suggestion(s) for ways to incorporate some type of writing below:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Questions** | **Teacher Feedback** |
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**Definitions – Engagement**

*Authentic engagement:*The student associates the task with a result or product that has meaning and value for the student, such as reading a book on a topic of personal interest or to get information needed to solve a problem the student is actively trying to solve.

*Ritual engagement:* The task has little inherent or direct value to the student, but the student associates it with outcomes or results that do have value, as when a student reads a book in order to pass a test.

*Passive compliance:* The task is done to avoid negative consequences, although the student sees little meaning or value in the tasks themselves.

*Retreatism:* The student is disengaged from the tasks and does not attempt to comply with the demands of the task, but does not try to disrupt the work or substitute other activities for it.

*Rebellion:* The student refuses to do the task, tries to disrupt the work, or attempts to substitute other tasks to which he or she is committed in lieu of those assigned by the teacher.

**Definitions – Effective Teaching Strategies**

*Modeling:* Vocalizing a thinking process; Begin by reading a segment of text aloud as students follow along; In everyday language, reason aloud; verbalize the steps expert readers follow to solve a reading problem or analyze a text; Encourage students to apply similar procedures as they read.

*Question and Answer:* Question and answer sessions create an opportunity for debate and further exploration of concepts. They provide a critical opportunity to give further examples and clear up confusion. For the student, they provide an opportunity to explore their own ideas and develop reasoning and questioning skills.

*Identifying Similarities and Differences*: Having students compare, classify, or use metaphors/analogies. Includes graphic organizers.

*Summarizing and Note Taking*: Students analyze information to identify what is most important. They create a summary by deleting, substituting and keeping some information.

*Reinforcing Effort & Providing Recognition:* Connections are made between effort and achievement. Praise provides information to the student about his/her attainment of specified performance or effort criteria.

*Homework and Practice*: Homework should clearly articulate the purpose. Practice should be focused and lead students to adapt and shape what they have learned.

*Nonlinguistic Representation:* Creating graphic representations, making models, drawing pictures, pictographs, mental images, kinesthetic activity.

*Cooperative Learning:* Components of cooperative learning are positive interdependence; face-to-face promotes interaction between students, both individual and group accountability, appropriate use of social skills, and group processing. Turn-to-your partner and pair-share are informal groups.

*Setting Objectives & Providing Feedback:* Goals narrow what students focus on but are not too specific. Should contain performance (what is expected to do) and criterion of what is acceptable. Feedback is corrective, timely & specific.

*Generating and Testing Hypotheses:* Can be deductive (using a general rule to make a prediction) or inductive (drawing conclusions from information students are given). Deductive approach tends to be more effective. Students should be asked to clearly explain their hypotheses and conclusions.

*Cues, Questions, & Advance Organizers:* Help students retrieve what they already know about a topic: activate prior knowledge. Cues and questions should focus on what is important and aim for higher level thinking in order to produce deeper learning.

*Non-fiction Writing:* Teachers who spend more time on non-fiction writing (description, analysis, and persuasion) have significantly better results than teachers who focus their literacy instruction exclusively on reading. (D. Reeves, 2010)