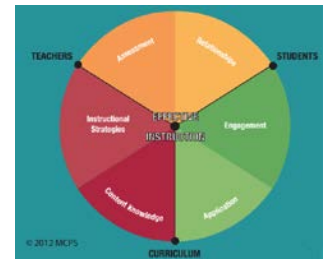


MCPS High School Checklist for Student Learning

Learning Intentions and Routines

- Have I defined clear learning intentions for the lesson: what should students know, understand, and be able to do?
- What evidence will I accept as success criteria?
 - How frequently and in what form will I use formative assessment?
 - How does my summative assessment align with the learning intentions?
 - How will I have students set and keep track of their learning goals?
- Have I established routines and procedures to maintain instructional focus, efficiently transition between activities, and effectively pace instruction?
- How will I arrange or have students arrange the classroom for learning?



Model for Effective Instruction

Process for Effective Instruction

- Open**
How will I help students understand the learning intentions: what should students know, understand, and be able to do?
 - How will I communicate to students the learning intentions and the context and significance of the content?
 - How will I communicate to students the criteria for success?
 - How will I activate prior knowledge to build connections to the known and stimulate student interest?

Content Knowledge ■ Instructional Strategies ■ Assessment

What are teachers doing?

- Direct Instruction**
 - How can I use teacher modeling and think alouds to provide explicit instruction in the learning intentions (concepts, skills/processes, and strategies that students are expected to know, understand and be able to do)?
 - How can I explicitly demonstrate and provide examples of what students are expected to know, understand and be able to do?

I do (Teacher)

- Guided/Directed Practice**
 - What questions do I need to plan ahead of time to scaffold student thinking to the higher levels of Bloom's Taxonomy?
 - How will I coach students to explain, clarify, and provide evidence in support their answers?
 - On what do I need to focus feedback to support students to meet the criteria for success?

We do (Teacher and Student)

- Check for Understanding**
 - What evidence will I collect to evaluate the impact of the lesson on student progress toward the learning goal?
 - How will I adjust instruction as needed?

Relationships ■ Engagement ■ Application

What are students doing?

- Independent Practice**
 - How will I provide independent practice in concepts, skills/processes, and strategies to build and extend learning?
 - How will I design application and problem solving tasks that require higher-order thinking?

You do (Students)

Student Engagement

- How will I increase student [response rate](#)?
- How will I increase [active learning](#)?
- How will I structure meaningful student conversations (pairs/small group/whole class)?
- How will I scaffold [higher order thinking](#) to meet or exceed the cognitive demand of the Virginia Standards/workplace competencies (what students should know, understand, and be able to do)?
[Bloom's Taxonomy with assessment ideas](#)
- How will I pace content to maintain [attention](#), and engagement?

Close

- How will I connect past and future learning?
 - How will I use summarizing and synthesizing to have students communicate what they have learned?
 - How will I have students reflect on what and how they have learned?
 - How will I have students track their progress toward learning goals?
-

Reflection on Instruction

- How will I use my observations of student performance to adjust my future instruction?
 - How will I adjust instruction by re-teaching, providing more practice, or using a different strategy?
 - How will I plan for remediation for struggling students?
 - How will I have students set and keep track of their learning goals?