

Aledo ISD

Instructional Rounds Compiled data



#GrowingGreatness

Fall, 2018

ALEDO ISD FOCUS DOCUMENT 2018-2019

WHAT WE TEACH

Standards Driven
Curriculum

Teaching to the Depth
of the Standards

HOW WE TEACH

Focus on 8 Cognitive Skills
Thinking Maps

Fundamental
Five

AUTHENTIC LITERACY

Balanced Literacy

Write From the Beginning &
Beyond

Problem of Practice:
*Students are not demonstrating
yearly progress at expected levels
and are not demonstrating
proficiency in critical writing
across all content areas.*



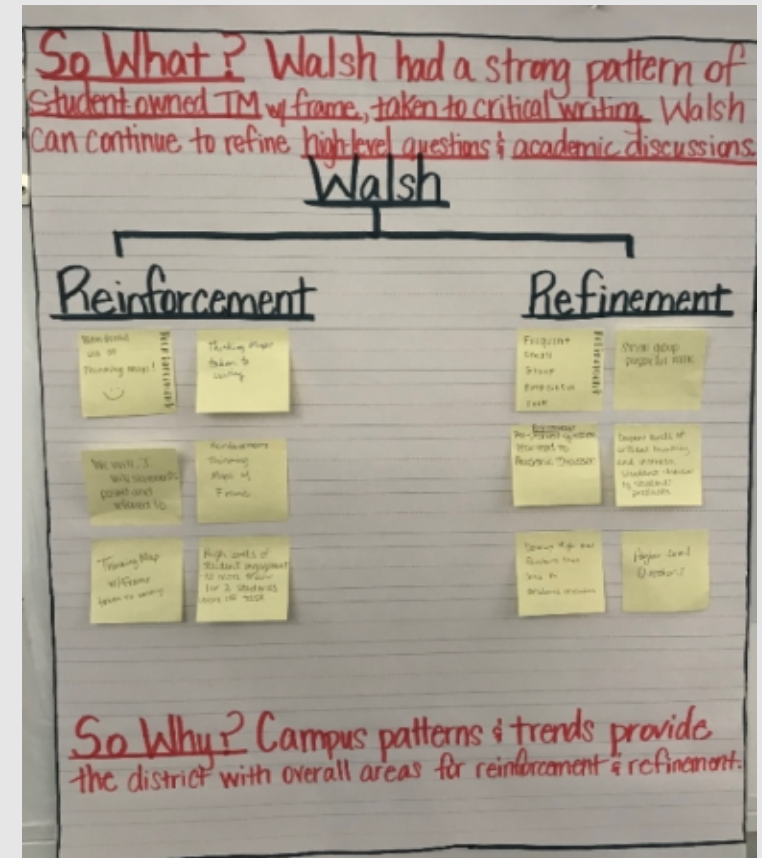
Walsh Fall Instructional Rounds Compiled Data

International Center for Leadership in Education Research Center for Schools				
Rigor Rubric				
Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.				
Thoughtful Work	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	• Students show their learning by recalling and retelling tasks. Most tasks draw on memorization and focus on answering "what" type questions.	• There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.	• Students engage in analysis, synthesis, and/or evaluation of instructional content.	• Students develop their own learning tasks that assess their creativity, originality, design, or adaptation.
Instructional Design	• Learning tasks include one assigned task for students to demonstrate their thinking.	• Learning tasks include one or more assigned tasks for students to demonstrate their thinking.	• Learning tasks allow students to self-select options to best represent their thinking.	• Learning tasks extend students' learning, inspiring them to pursue self-discovery.
High-Level Questioning	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	• Students focus on basic recall and retell. Few students ask questions, and most questions asked focus on basic recall or retelling of content.	• Students have opportunities to ask questions during the lesson, and most questions focus on comparing and contrasting information.	• Students actively engage in analyzing when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information.	• Students are able to respond to rigorous questions generated for peers with little guidance from the teacher.
Instructional Design	• Lesson mostly includes questions at the recall and retell level, and/or not all students are required to respond to each question.	• Lesson includes questions at a range of levels, but not all students are required to respond to each question.	• Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.	• Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.
Academic Discussion	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	• Student discussion is driven by the teacher and mostly centers on the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary.	• Students demonstrate a combination of retelling, analysis, and/or making a claim and defending it with evidence.	• Students engage with peers in focused academic discussions focused on analysis, synthesis, and evaluation of content drawn from the lesson, using academic language to express their thinking regarding the major concepts studied.	• Students drive the discussion, adding value to the dialogue with their peers and learning, and modeling the opinion and thoughts of both the lesson shifts to consideration other than a Q&A session regarding the major concepts studied.
Instructional Design	• Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student.	• Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.	• Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.	• Lesson is designed to encourage students to independently engage in dialogue and add valuable academic content around the learning task.

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International Center for Leadership in Education Research Center for Schools				
Learner Engagement Rubric				
Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.				
Active Participation	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	• Students show engagement, with some students on-task and some off-task. Some students are off-task or have disengaged from the lesson and are not participating.	• Students show engagement, with some students on-task and some off-task. Some students are off-task or have disengaged from the lesson and are not participating.	• Students show engagement, with some students on-task and some off-task. Some students are off-task or have disengaged from the lesson and are not participating.	• All students remain on-task and are actively engaged throughout the lesson.
Instructional Design	• Lesson relies mostly on direct instruction with few opportunities for student engagement through application.	• Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application.	• Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation.	• Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.
Learning Environment	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	• Students are not prepared to take risks and participate through productive struggle. Students are provided with effective feedback to guide them in their learning.	• Students are not prepared to take risks and participate through productive struggle. Students are provided with effective feedback to guide them in their learning.	• Students are not prepared to take risks and participate through productive struggle. Students are provided with effective feedback to guide them in their learning.	• Students are encouraged to take risks and participate through productive struggle. Students are provided with effective feedback to guide them in their learning.
Instructional Design	• Classroom learning procedures and routines are not consistently implemented.	• Classroom learning procedures and routines are not consistently implemented.	• Classroom learning procedures and routines are consistently implemented.	• Classroom learning procedures and routines are consistently implemented.
Formative Processes and Tools	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	• Lesson includes few instances of formative assessment to evaluate student mastery of content. Assessment results indicate that student growth is minimal.	• Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and product.	• Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations.	• Students demonstrate mastery of content through opportunities to self-assess, set learning goals, and share responsibility for their learning. Assessment results indicate that students are exceeding expected outcomes.
Instructional Design	• Results from formative processes and tools are used to monitor progress.	• Results from formative processes and tools are used to monitor progress.	• Results from formative processes and tools are used to monitor progress.	• Results from formative processes and tools are used to monitor progress.

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District Look Fors:

































- Learning Objective (We Will / I Will): 18/18
- Thinking Maps with Frame / TM Taken to Writing: 18/18
- Critical Writing in Journals: 15/18
- Frequent, Small-Group, Purposeful Talk: 10/18

Stuard Fall Instructional Rounds Compiled Data


International Center for
Leadership in Education

Rigor Rubric

Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are thoughtful work, high-level questioning, and academic discussion.

Thoughtful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	 <p>Students are able to think and learn about their own learning and their own learning goals.</p>	 <p>Students are able to think and learn about their own learning and their own learning goals.</p>	 <p>Students are able to think and learn about their own learning and their own learning goals.</p>	 <p>Students are able to think and learn about their own learning and their own learning goals.</p>
Instructional Design	 <p>Learning tasks include one assigned task for students to demonstrate their thinking.</p>	 <p>Learning tasks include one or more assigned tasks for students to demonstrate their thinking.</p>	 <p>Learning tasks allow students to self-select or self-assign tasks to demonstrate their thinking.</p>	 <p>Learning tasks allow students to self-select or self-assign tasks to demonstrate their thinking.</p>
High-Level Questioning	 <p>High-level questions are asked, and students are able to respond to them.</p>	 <p>High-level questions are asked, and students are able to respond to them.</p>	 <p>High-level questions are asked, and students are able to respond to them.</p>	 <p>High-level questions are asked, and students are able to respond to them.</p>
Student Learning	 <p>Students are able to think and learn about their own learning and their own learning goals.</p>	 <p>Students are able to think and learn about their own learning and their own learning goals.</p>	 <p>Students are able to think and learn about their own learning and their own learning goals.</p>	 <p>Students are able to think and learn about their own learning and their own learning goals.</p>
Instructional Design	 <p>Lesson mostly includes questions at the initial and mid-level, and/or not all students are required to respond to each question.</p>	 <p>Lesson includes questions at a range of levels, but not all students are required to respond to each question.</p>	 <p>Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.</p>	 <p>Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.</p>
Academic Discussion	 <p>Students are able to think and learn about their own learning and their own learning goals.</p>	 <p>Students are able to think and learn about their own learning and their own learning goals.</p>	 <p>Students are able to think and learn about their own learning and their own learning goals.</p>	 <p>Students are able to think and learn about their own learning and their own learning goals.</p>
Student Learning	 <p>Students are able to think and learn about their own learning and their own learning goals.</p>	 <p>Students are able to think and learn about their own learning and their own learning goals.</p>	 <p>Students are able to think and learn about their own learning and their own learning goals.</p>	 <p>Students are able to think and learn about their own learning and their own learning goals.</p>
Instructional Design	 <p>Lesson mostly facilitates discussion on a teacher-led basis with the majority of interactions on teacher to student.</p>	 <p>Lesson facilitates discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.</p>	 <p>Lesson mostly facilitates discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating and redirecting the discussion as needed, while maintaining the quality.</p>	 <p>Lesson is designed to inspire students to engage in high-level discussion and add valuable academic content around the learning tasks.</p>

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**International Centre for
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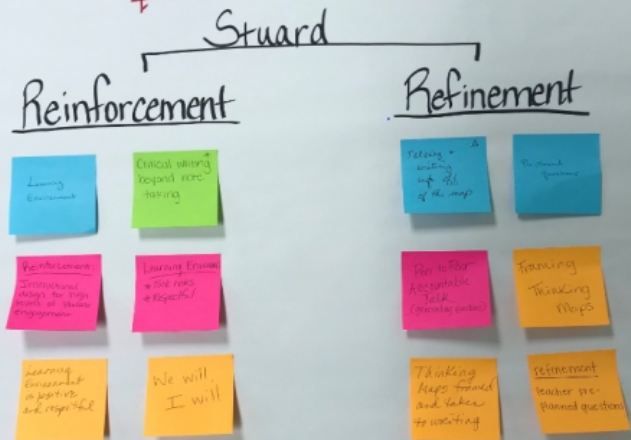
Learner Engagement Rubric

Support Teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.

	Learner Engagement			
	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Active Participation	<ul style="list-style-type: none"> • Limited student engagement, with a majority of task activity. • Some students are off-task or have completed work before the lesson and are not redirected. 	<ul style="list-style-type: none"> • Students feel they are not expected to answer questions when asked, but not all students feel they are encouraged to actively respond. 	<ul style="list-style-type: none"> • Students feel they are expected to respond to questions throughout the lesson. • Teacher and students, and students actively progress through learning. 	<ul style="list-style-type: none"> • Students are actively engaged in the lesson. • Teacher and students actively seek to improve their own performance.
Student Learning	<ul style="list-style-type: none"> • Limited student learning and students progress through learning with some challenges with productivity. 	<ul style="list-style-type: none"> • Learner makes on some or two strategies designed to engage students, with the lessons focused more on direct instruction from an student engagement through question. 	<ul style="list-style-type: none"> • Learner provides multiple strategies designed to maximize student engagement and productivity, and is involved to ensure full participation. 	<ul style="list-style-type: none"> • Learner activates a focus on student centered engagement and where the student is responsible and adjust their own participation.
Instructional Design				
Learning Environment	<ul style="list-style-type: none"> • 1 – Beginning 	<ul style="list-style-type: none"> • 2 – Emerging 	<ul style="list-style-type: none"> • 3 – Developed 	<ul style="list-style-type: none"> • 4 – Well Developed
Student Learning	<ul style="list-style-type: none"> • Limited student learning for teacher for a majority of students learning is required to passively in responding to question tasks in learning. • Students demonstrate a lack of respect for peers, teacher, and/or learning environment. 	<ul style="list-style-type: none"> • Limited student learning for teacher for a majority of students learning is required to passively in responding to question tasks in learning. • Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers. 	<ul style="list-style-type: none"> • Students demonstrate respect for peers, teacher, and the learning environment. • Students demonstrate respect for peers, teacher, and the learning environment. 	<ul style="list-style-type: none"> • Students demonstrate respect for peers, teacher, and the learning environment. • Students demonstrate respect for peers, teacher, and the learning environment.
Instructional Design	<ul style="list-style-type: none"> • Classroom learning procedures and routines are inconsistently communicated and/or implemented. 	<ul style="list-style-type: none"> • Classroom learning procedures and routines are established, but are not consistently implemented. 	<ul style="list-style-type: none"> • Clear classroom learning procedures and routines are established and are consistently implemented. 	<ul style="list-style-type: none"> • Classroom learning procedures and routines are clearly established, and are used to adapt to the learning task as needed.
Formative Processes and Tools	<ul style="list-style-type: none"> • 1 – Beginning 	<ul style="list-style-type: none"> • 2 – Emerging 	<ul style="list-style-type: none"> • 3 – Developed 	<ul style="list-style-type: none"> • 4 – Well Developed
Student Learning	<ul style="list-style-type: none"> • Lesson includes few references of formative assessment to evaluate student's learning of content. • Assessment results indicate that student growth is minimal. • Students are partnered or grouped, but all students receive the same learning content, process, and product. 	<ul style="list-style-type: none"> • Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing. • Students are partnered or grouped and receive some opportunity for differentiated learning based on adjusting content, process, and/or product. 	<ul style="list-style-type: none"> • Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is meeting expectations. • Students are strategically partnered or grouped to receive differentiated learning, and/or product to clearly differentiate learning, supporting and assessing student growth. 	<ul style="list-style-type: none"> • Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is meeting expectations. • Students are strategically partnered or grouped to receive differentiated learning, and/or product to clearly differentiate learning, supporting and assessing student growth.
Instructional Design	<ul style="list-style-type: none"> • Results from formative processes and tools are used to monitor progress. 	<ul style="list-style-type: none"> • Results from formative processes and tools are used to plan and implement adjustments of differentiated instruction and monitor progress. 	<ul style="list-style-type: none"> • Results from formative processes and tools are used to strategically adjust instructional design, plan, differentiated instruction, and monitor progress. 	<ul style="list-style-type: none"> • Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional design, plan, differentiated instruction, and monitor progress.

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So What? Stuard had consistent evidence of high levels of student engagement. Stuard can continue to refine designing high-level questions.



So Why? Campus areas of refinement will provide the district with overall areas for growth.

District Look Fors:

- Learning Objective (We Will / I Will): 18/18
- Thinking Maps with Frame / TM Taken to Writing: 10/18
- Critical Writing in Journals: 16/18
- Frequent, Small-Group, Purposeful Talk: 13/18

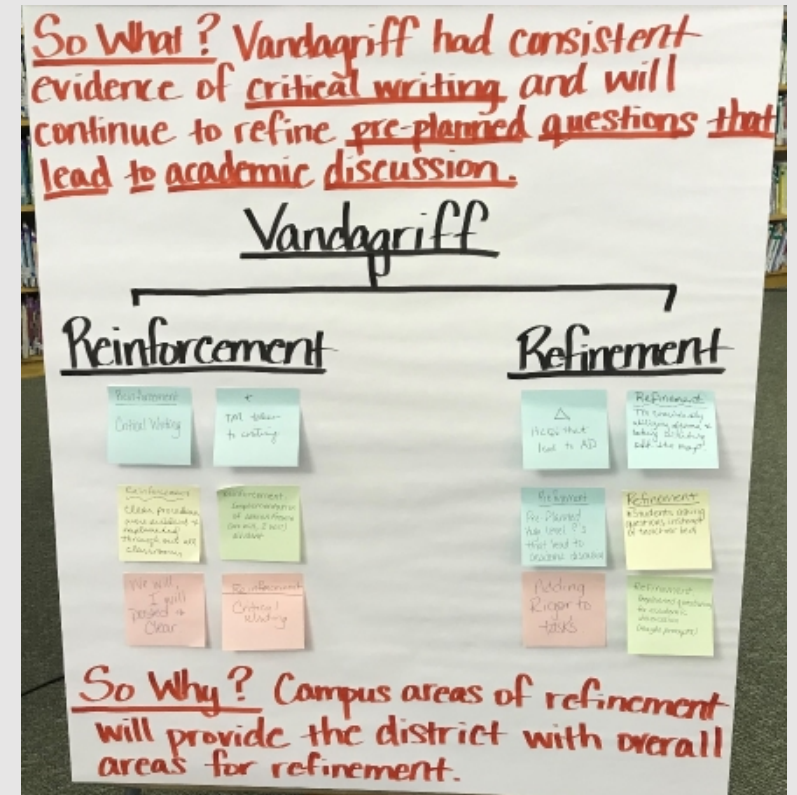
Vandagriff Fall Instructional Rounds Compiled Data

International Center for Leadership in Education RIGOR RUBRIC				
Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.				
Thoughtful Work	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Students demonstrate their learning by recalling and restating facts, but tasks draw on memorization and focus on answering recall-type questions. 	<ul style="list-style-type: none"> Students demonstrate their learning by recalling and restating facts, but tasks draw on memorization and focus on answering recall-type questions. 	<ul style="list-style-type: none"> Students demonstrate their learning by recalling and restating facts, but tasks draw on memorization and focus on answering recall-type questions. 	<ul style="list-style-type: none"> Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation. Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.
Instructional Design	<ul style="list-style-type: none"> Learning tasks include one assigned way for students to demonstrate their thinking. 	<ul style="list-style-type: none"> Learning tasks include one or more assigned ways for students to demonstrate their thinking. 	<ul style="list-style-type: none"> Learning tasks allow students to self-select options to best represent their thinking. 	<ul style="list-style-type: none"> Learning tasks extend students' thinking, inspiring them to pursue self-discovery.
High-Level Questioning	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Students ask questions that focus on basic recall or retelling of content. 	<ul style="list-style-type: none"> Students ask questions that focus on basic recall or retelling of content. 	<ul style="list-style-type: none"> Students ask questions that focus on basic recall or retelling of content. 	<ul style="list-style-type: none"> Students actively engage in developing rigorous questions to challenge the thinking of their peers. Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
Instructional Design	<ul style="list-style-type: none"> Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question. 	<ul style="list-style-type: none"> Lesson includes questions at a range of levels, but not all students are required to respond to each question. 	<ul style="list-style-type: none"> Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond. 	<ul style="list-style-type: none"> Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.
Academic Discussion	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Students' discussion is driven by the teacher and mainly remains at the recall level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. Student discussion focuses on a variety of topics with each student offering their own thinking without using terms from peers. 	<ul style="list-style-type: none"> Students' discussion is driven by the teacher and mainly remains at the recall level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. Students provide explanations or evidence of their thinking and respond to their peers' comments. 	<ul style="list-style-type: none"> Students' discussion is driven by the teacher and mainly remains at the recall level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. Students provide explanations or evidence of their thinking and respond to their peers' comments. 	<ul style="list-style-type: none"> Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and responding to the opinions and thoughts of both the lesson shifts to conversation rather than a Q&A session regarding the major concepts studied. Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.
Instructional Design	<ul style="list-style-type: none"> Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student. 	<ul style="list-style-type: none"> Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions. 	<ul style="list-style-type: none"> Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality. 	<ul style="list-style-type: none"> Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.

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International Center for Leadership in Education LEARNER ENGAGEMENT RUBRIC				
Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.				
Active Participation	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Students demonstrate engagement, with some off-task or disengaged behavior. Some students are off-task or have disengaged from the lesson and are not redirected. Lesson is teacher-led and students progress through new learning with some challenges with productivity. 	<ul style="list-style-type: none"> Students demonstrate engagement, with some off-task or disengaged behavior. Some students are off-task or have disengaged from the lesson and are not redirected. Lesson is teacher-led and students progress through new learning with some challenges with productivity. 	<ul style="list-style-type: none"> Students demonstrate engagement, with some off-task or disengaged behavior. Some students are off-task or have disengaged from the lesson and are not redirected. Lesson is teacher-led and students progress through new learning with some challenges with productivity. 	<ul style="list-style-type: none"> Students remain on-task and actively engaged throughout the lesson. Students take ownership of learning new content, actively seeking ways to improve their own performance.
Instructional Design	<ul style="list-style-type: none"> Lesson relies mainly on direct instruction with few opportunities for student engagement through application. 	<ul style="list-style-type: none"> Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application. 	<ul style="list-style-type: none"> Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation. 	<ul style="list-style-type: none"> Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.
Learning Environment	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Students are not engaged or have disengaged from the lesson and are not redirected. Students demonstrate a lack of respect for peers, teacher, and/or learning environment. 	<ul style="list-style-type: none"> Students are not engaged or have disengaged from the lesson and are not redirected. Students demonstrate a lack of respect for peers, teacher, and/or learning environment. 	<ul style="list-style-type: none"> Students are not engaged or have disengaged from the lesson and are not redirected. Students demonstrate a lack of respect for peers, teacher, and/or learning environment. 	<ul style="list-style-type: none"> Students are encouraged to take risks and answer through productive struggle. Students are provided with effective feedback to guide them in their learning. Students demonstrate respect for peers, teacher, and the learning environment.
Instructional Design	<ul style="list-style-type: none"> Classroom learning procedures and routines are inconsistently communicated and/or implemented. 	<ul style="list-style-type: none"> Classroom learning procedures and routines are visible, but are not consistently implemented. 	<ul style="list-style-type: none"> Clear classroom learning procedures and routines are visible and are consistently implemented. 	<ul style="list-style-type: none"> Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.
Formative Processes and Tools	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Lesson includes few instances of formative assessment to evaluate student mastery of content. Assessment results indicate that student growth is minimal. Students are partnered or grouped, but all students receive the same lesson content, process, and product. 	<ul style="list-style-type: none"> Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing. Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product. 	<ul style="list-style-type: none"> Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations. Students are strategically partnered or grouped based on data. Lesson content, process, and/or product is clearly differentiated to support varying and specific student needs. 	<ul style="list-style-type: none"> Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning. Assessment results indicate that students are exceeding expected outcomes.
Instructional Design	<ul style="list-style-type: none"> Results from formative processes and tools are used to monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools are used to plan and adjust aspects of differentiated instruction and monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.

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District Look Fors:

- Learning Objective (We Will / I Will): 18/18
- Thinking Maps with Frame / TM Taken to Writing: 12/18
- Critical Writing in Journals: 14/18
- Frequent, Small-Group, Purposeful Talk: 10/18

McCall Fall Instructional Rounds Compiled Data

Rigor Rubric

Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.

Thoughtful Work	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
				
Student Learning	Students demonstrate the learning of a complex social and real task. Most tasks use an memorization. Tasks on emerging real-type questions.	Students demonstrate the learning of a complex social and real task. Most tasks use an memorization. Tasks on emerging real-type questions.	Students demonstrate the learning of a complex social and real task. Most tasks use an memorization. Tasks on emerging real-type questions.	Students develop their own learning tasks. They are able to use their own creativity, design, or adaptation. Tasks on emerging real-type questions to assess their own learning and more focus on their own knowledge to new activities.
Instructional Design	Learning tasks include one assigned task for students to demonstrate their thinking.	Learning tasks include one or more assigned tasks for students to demonstrate their thinking.	Learning tasks allow students to self-assess their thinking to expand their thinking.	Learning tasks extend students' thinking beyond their own to pursue self-discovery.
High-Level Questioning				
Student Learning	Free students ask questions, and most questions asked focus on how or relating of content.	Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.	Students and justify their reasoning to questions that demonstrate off-level learning. Most questions require analysis, synthesis, and evaluation of information. During the lesson, students generate questions that demonstrate rigorous independent thinking.	Students actively engage in challenging the thinking of their peers. Students generate questions that challenge the thinking of their peers with little guidance from the teacher.
Instructional Design	Lesson includes all questions of the social and real level, and/or not all questions are required to respond to each question.	Lesson includes all questions at a range of levels, but not all students are required to respond to each question.	Lesson uses questioning to carefully support students in reaching higher level thinking. Students have an opportunity to respond.	All students designed to engage in high-level thinking. Students are required to respond with their teachers and peers.
Academic Discussion				
Student Learning	Discussion is driven by the real issue, mostly using everyday language, with little to no evidence analysis, or domain specific vocabulary.	Students are instructed by the teacher, include a combination of making analysis, and using a claim and defending it with evidence.	Students provide explanations or evidence of their thinking and respond to their peers' comments.	Students primarily add to the dialogue with their peers and teacher, and respecting the opinion and thoughts of others. Students are conversational rather than a Q&A session regarding the major concepts.
	Discussion focuses on a variety of tasks with student structure, offering teacher free thinking without being less than peers.	Students structure discussion as a mix of teacher lead and peer-to-peer with teacher facilitating the majority of discussions.	Lesson mostly structure discussion as independent peer-to-peer. The teacher facilitates and mediates the discussion as needed, while responding to the ideas of others.	Students are able to stay focused on the activity and engage in dialogue, using content-rich and add valuable academic content to their learning tasks.
Instructional Design	Lesson modify structures discussion as teacher lead, with the majority of structures as teacher to student.	Lesson structure discussion as a mix of teacher lead and peer-to-peer with teacher facilitating the majority of discussions.	Lesson mostly structure discussion as independent peer-to-peer. The teacher facilitates and mediates the discussion as needed, while responding to the ideas of others.	Students are designed to independently engage in dialogue and add valuable academic content to their learning tasks.

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Learner Engagement Rubric

Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.

Active Participation	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<p>Students engage in learning, with emphasis of hands-on activities.</p> <p>Some students are off-task or have trouble staying focused throughout the lesson, and their learning is not reinforced.</p> <p>Lessons are led and students progress through new learning with little challenges and productivity.</p>	<p>Students are engaged in learning, but some students when asked, but not when not asked, do not actively respond.</p> <p>Lessons are led by the teacher, and students productively progress through new learning.</p>	<p>Students are engaged in learning, but some students when asked, but not when not asked, do not actively respond.</p> <p>Lessons provide multiple strategies designed to maximize student learning, but student motivation is maintained to ensure full participation.</p>	<p>Students remain on-task and engaged throughout the lesson.</p> <p>Lessons are a combination of learning new content, actively seeking ways to improve their own learning.</p>
Instructional Design	<p>Lesson relies mostly on direct instruction with few opportunities for student engagement through application.</p>	<p>Lesson relies on one or few strategies designed to engage students, with little or no student participation in direct instruction (but on student engagement through application).</p>	<p>Lesson provides multiple strategies designed to maximize student learning, but student motivation is maintained to ensure full participation.</p>	<p>Lesson achieves a focus on student-centered engagement where the teacher monitors and adjusts their own participation.</p>
Learning Environment	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<p>Students respond to peers or teacher for answers to questions. There is a lack of evidence of students being required to participate in responding to questions.</p> <p>Students demonstrate a lack of respect for peers, teacher, and/or learning environment.</p>	<p>Students respond to peers or teacher for answers to questions. There is a lack of evidence of students being required to participate in responding to questions.</p> <p>Students demonstrate respect for the learning environment and progress well in demonstrating respect for peers, teachers, and the learning environment.</p>	<p>Students respond to peers or teacher for answers to questions. There is a lack of evidence of students being required to participate in responding to questions.</p> <p>Students demonstrate respect for the learning environment and progress well in demonstrating respect for peers, teachers, and the learning environment.</p>	<p>Students respond to peers or teacher for answers to questions. There is a lack of evidence of students being required to participate in responding to questions.</p> <p>Students demonstrate respect for the learning environment and progress well in demonstrating respect for peers, teachers, and the learning environment.</p>
Instructional Design	<p>Classroom learning procedures and routines are inconsistently communicated and/or implemented.</p>	<p>Classroom learning procedures and routines are visible, but are not consistently implemented.</p>	<p>Classroom learning procedures and routines are visible and are consistently implemented.</p>	<p>Classroom learning procedures and routines are established, but new learning and fluid to adapt to the learning task is needed.</p>
Formative Processes and Tools	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<p>Lessons include few instances of formative assessment to evaluate students' mastery of content. Assessment results indicate that student growth is minimal.</p> <p>Students are partnered or grouped, but little or no opportunities for peer learning, lesson content, process, and product.</p>	<p>Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing.</p> <p>Students are partnered or grouped and some opportunities for differentiated learning based on adjusting content, process, and/or product.</p>	<p>Students demonstrate mastery of content by engaging in a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is meeting expectations.</p> <p>Students are strategically partnered or grouped based on task. Lesson content, process, and product is clearly differentiated to support student learning.</p>	<p>Students demonstrate mastery of content by engaging in formative assessments to self reflect, set learning goals, and share responsibility for their learning.</p> <p>Students are differentiated and students are expecting explicit differentiation.</p>
Instructional Design	<p>Results from formative processes and tools are used to monitor progress.</p>	<p>Results from formative processes and tools are used to plan and implement differentiated instruction and monitor progress.</p>	<p>Results from formative processes and tools are used to strategically adjust differentiated instruction, and monitor progress.</p>	<p>Results from formative processes and tools, along with effective feedback, are used to adjust differentiated instruction, and monitor progress.</p>

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So What?

McCall had consistent evidence of Thinking Maps with the frame of reference. McCall can continue to refine Critical writing and students generating their own questions.

McCall

Reinforcement

- Reinforcement: Thinking Map w/ a frame
- Reinforcement: Instructional design for meaningful student tasks
- Thinking Maps taken to writing
- Th map w/ fr

Refinement

- Refinement: Critical Writing
- Refinement: Critical writing
- Refinement: Critical writing
- Refinement: Critical writing
- Refinement: Critical writing
- Refinement: Critical writing
- Refinement: Critical writing
- Refinement: Critical writing

So Why?

Campus areas of refinement will provide the district with overall areas of refinement.

District Look Fors:

- Learning Objective (We Will / I Will): 17/18
- Thinking Maps with Frame / TM Taken to Writing: 18/18
- Critical Writing in Journals: 14/18
- Frequent, Small-Group, Purposeful Talk: 14/18

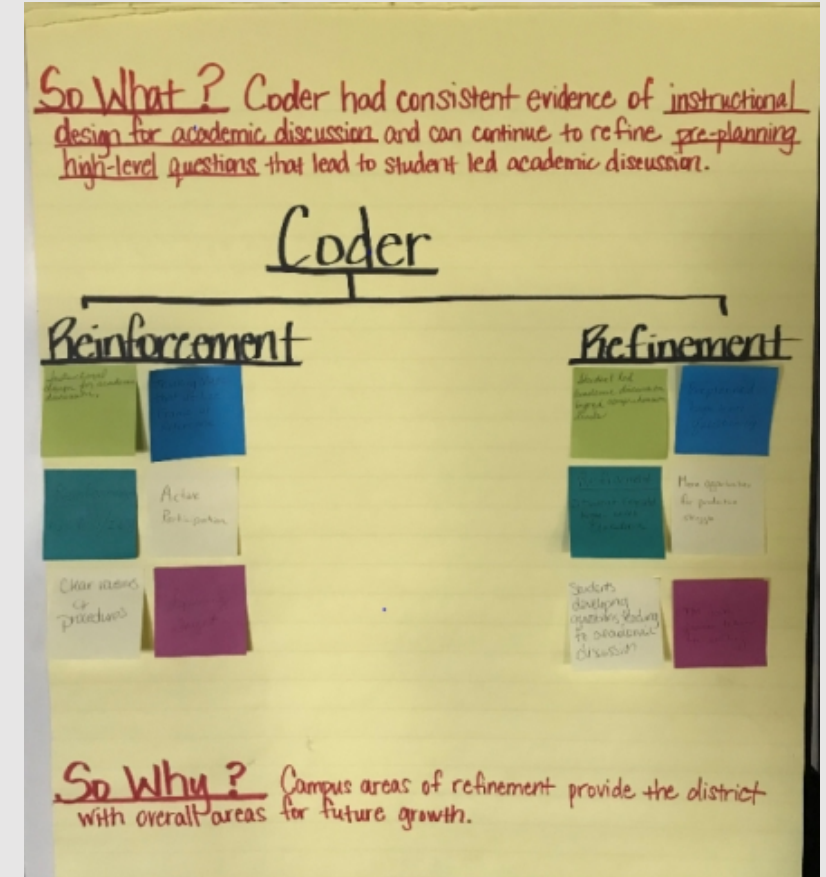
Coder Fall Instructional Rounds Compiled Data

Rigor Rubric				
Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.				
Thoughtful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Students demonstrate their learning by completing recall and reflect tasks. Most tasks show an memorization and focus on answering recall-type questions. 	<ul style="list-style-type: none"> Students begin to complete tasks that require comprehension. There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content. 	<ul style="list-style-type: none"> Students complete tasks that require them to analyze, synthesize, and/or evaluate instructional content. Tasks include the opportunity for students to respond to content through inquiry and interpretation. 	<ul style="list-style-type: none"> Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation. Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.
Instructional Design	<ul style="list-style-type: none"> Learning tasks include one assigned task for students to demonstrate their thinking. 	<ul style="list-style-type: none"> Learning tasks include one or more assigned tasks for students to demonstrate their thinking. 	<ul style="list-style-type: none"> Learning tasks allow students to self-select options to best represent their thinking. 	<ul style="list-style-type: none"> Learning tasks extend student learning, inspiring them to pursue self-discovery.
High-Level Questioning	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Students respond to questions that focus on basic recall and reflect. Free students ask questions, and most questions asked focus on basic recall or relating of content. 	<ul style="list-style-type: none"> Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information. 	<ul style="list-style-type: none"> Students explain and justify questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. During the lesson, students generate questions about content that demonstrate rigorous independent thinking. 	<ul style="list-style-type: none"> Students actively engage in developing rigorous questions to challenge the thinking of their peers. Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
Instructional Design	<ul style="list-style-type: none"> Lesson mostly includes questions of the recall and reflect level, and/or for all students are required to respond to each question. 	<ul style="list-style-type: none"> Lesson includes questions at a range of levels, but not all students are required to respond to each question. 	<ul style="list-style-type: none"> Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond. 	<ul style="list-style-type: none"> Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.
Academic Discussion	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Lesson is driven by the teacher and mostly consists of the recall and reflect level, with little to no evidence of academic or domain-specific vocabulary. Student discussion focuses on a variety of topics with each student offering teacher own thinking without using ideas from peers. 	<ul style="list-style-type: none"> Students begin to provide explanations or evidence when asked, but not in response to their peers' comments. Students provide explanations or evidence in response to their peers' comments. 	<ul style="list-style-type: none"> Students explain and justify questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. Students support their ideas with concrete explanations and evidence, synthesizing as appropriate, and build on or challenge the ideas of others. 	<ul style="list-style-type: none"> Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both the lesson and to conversation rather than a GSA session regarding the major concepts studied. Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.
Instructional Design	<ul style="list-style-type: none"> Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student. 	<ul style="list-style-type: none"> Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions. 	<ul style="list-style-type: none"> Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and intervenes as needed, while maintaining the quality. 	<ul style="list-style-type: none"> Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.

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Learner Engagement Rubric				
Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.				
Active Participation	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Initial student engagement, with the exception of hand-raising, some students are off-task or have disengaged from the lesson and are not interested. Lesson is teacher-led and students progress through new learning with some challenges with productivity. 	<ul style="list-style-type: none"> Students begin to show interest in active engagement through questions and responses. Lesson is led by the teacher, and students productively progress through new learning. 	<ul style="list-style-type: none"> Students are engaged in active participation throughout the lesson. Lesson is led by both teacher and students, and students productively progress through new learning. 	<ul style="list-style-type: none"> All students remain on-task and productively engaged throughout the lesson. Students take ownership of learning new content, actively seeking ways to improve their own performance.
Instructional Design	<ul style="list-style-type: none"> Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application. 	<ul style="list-style-type: none"> Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application. 	<ul style="list-style-type: none"> Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation. 	<ul style="list-style-type: none"> Lesson achieves a focus on student centered engagement where the students monitor and adjust their own participation.
Learning Environment	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to persevere in responding to rigorous tasks or questions. Students demonstrate a lack of respect for peers, teacher, and/or learning environment. 	<ul style="list-style-type: none"> Students begin to show interest in active engagement through questions and responses. Students demonstrate respect for peers, teacher, and the learning environment. 	<ul style="list-style-type: none"> Students are engaged to take risks and persevere through high-productive struggles. Students are praised for demonstrating commitment to their learning. Students demonstrate respect for peers, teacher, and the learning environment. 	<ul style="list-style-type: none"> Students are engaged to take risks and persevere through high-productive struggles. Students are provided with effective feedback to guide them in their learning. Students demonstrate respect for peers, teacher, and the learning environment.
Instructional Design	<ul style="list-style-type: none"> Classroom learning procedures and routines are inconsistently communicated and/or implemented. 	<ul style="list-style-type: none"> Classroom learning procedures and routines are visible, but are not consistently implemented. 	<ul style="list-style-type: none"> Classroom learning procedures and routines are visible and are consistently implemented. 	<ul style="list-style-type: none"> Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.
Formative Processes and Tools	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Lesson includes few instances of formative assessment to evaluate student mastery of content. Assessment results indicate that student growth is minimal. Students are partnered or grouped, but all students receive the same lesson content, process, and product. 	<ul style="list-style-type: none"> Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing. Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product. 	<ul style="list-style-type: none"> Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations. Students are strategically partnered or grouped based on data. Lesson content, process, and/or product is clearly differentiated to support varying and specific student needs. 	<ul style="list-style-type: none"> Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning. Assessment results indicate that students are exceeding expected outcomes.
Instructional Design	<ul style="list-style-type: none"> Results from formative processes and tools are used to monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.

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District Look Fors:

- Learning Objective (We Will / I Will): 18/18
- Thinking Maps with Frame / TM Taken to Writing: 10/18
- Critical Writing in Journals: 12/18
- Frequent, Small-Group, Purposeful Talk: 14/18

McAnally Fall Instructional Rounds Compiled Data

International Center for Leadership in Education				
Rigor Rubric				
Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.				
Thoughtful Work	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	• Students demonstrate their learning by completing recall and recall tasks. Most tasks draw on memorization and focus on answering recall-type questions.	• Students demonstrate their learning by completing tasks that require comprehension. • There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.	• Students demonstrate their learning by completing tasks that require analysis and synthesis. • There are opportunities for students to respond to content through inquiry and interpretation.	• Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation. • Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.
Instructional Design	• Learning tasks include one assigned way for students to demonstrate their thinking.	• Learning tasks include one or more assigned ways for students to demonstrate their thinking.	• Learning tasks allow students to self-select options to best represent their thinking.	• Learning tasks extend students' learning, inspiring them to pursue self-directed.
High-Level Questioning	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	• Students ask questions that focus on basic recall or understanding of content.	• Students ask questions that focus on understanding and analysis of content.	• Students ask and justify questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information.	• Students actively engage in developing rigorous questions to challenge the thinking of their peers. • Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
Instructional Design	• Lesson mainly includes questions at the recall and recall level, and/or not all students are required to respond to each question.	• Lesson includes questions at a range of levels, but not all students are required to respond to each question.	• Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.	• Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.
Academic Discussion	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	• Discussion is driven by the teacher and mostly consists of the recall level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. • Student discussion focuses on a variety of topics with each student offering their own thinking without using ideas from peers.	• Discussion is driven by the teacher and mostly consists of the recall level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. • Students provide explanations or evidence of their thinking and respond to their peers' comments.	• Discussion is driven by the teacher and mostly consists of the recall level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. • Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.	• Discussion is driven by the teacher and mostly consists of the recall level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. • Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.
Instructional Design	• Lesson mostly structures discussion as teacher-led and peer-to-peer with the teacher facilitating the majority of interactions as teacher to student.	• Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of interactions.	• Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and reflects the discussion as needed, while evaluating the quality.	• Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning task.

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International Center for Leadership in Education				
Learner Engagement Rubric				
Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.				
Active Participation	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	• Limited student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected. • Lesson relies mostly on direct instruction with few opportunities for student engagement through application.	• Students are actively engaged, but not all students are actively responding. • Lesson relies on one or two strategies designed to engage students, with the teacher facilitating the majority of interactions through application.	• Students are actively engaged throughout the lesson. Lesson is led by both teacher and students, and students productively progress through new learning.	• All students remain on-task and productively engaged throughout the lesson. • Students take ownership of learning new content, actively seeking ways to improve their own performance.
Instructional Design	• Lesson relies mostly on direct instruction with few opportunities for student engagement through application.	• Lesson relies on one or two strategies designed to engage students, with the teacher facilitating the majority of interactions through application.	• Lesson provides multiple strategies designed to maximize student engagement, and contribution to ensure full participation.	• Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.
Learning Environment	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	• Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to persevere in responding to rigorous tasks or questions. • Students demonstrate a lack of respect for peers, teacher, and/or learning environment.	• Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers. • Classroom learning procedures and routines are inconsistently communicated and/or implemented.	• Students demonstrate respect for the learning environment, and peers, teacher, and the learning environment. • Classroom learning procedures and routines are visible and are consistently implemented.	• Students demonstrate respect for the learning environment, and peers, teacher, and the learning environment. • Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.
Instructional Design	• Lesson relies mostly on direct instruction with few opportunities for student engagement through application.	• Lesson relies on one or two strategies designed to engage students, with the teacher facilitating the majority of interactions through application.	• Lesson provides multiple strategies designed to maximize student engagement, and contribution to ensure full participation.	• Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.
Formative Processes and Tools	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	• Lesson includes few instances of formative assessment to evaluate students' mastery of content. Assessment results indicate that student growth is minimal. • Students are partnered or grouped, but all students receive the same lesson content, process, and product.	• Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing. • Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product.	• Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations. • Students are strategically partnered or grouped based on data. Lesson content, process, and/or product is clearly differentiated to support varying and specific student needs.	• Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning. Assessment results indicate that students are exceeding expected outcomes.
Instructional Design	• Results from formative processes and tools are used to monitor progress.	• Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress.	• Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress.	• Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.

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So What? McAnally had consistent evidence of Strong instructional design and continue to refine pre-planned high-level questioning to elicit academic discussion.

McAnally

Reinforcement

Reinforcement - Instructional design for S. discussion.

Reinforcement - "Students are off-task and the teacher has to redirect them."

Reinforcement - Lesson environment - taking notes - respect.

Reinforcement - Learning Environment

Refinement

Refinement - Pre-planned question that lead to academic discussion.

Refinement - High level questioning

Refinement - Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.

Refinement - Student generated questions

Refinement - Pre-planned high-level questions

So Why? Campus patterns and trends will provide the district with overall areas for refinement.

District Look Fors:

- Learning Objective (We Will / I Will): 18/18
- Thinking Maps with Frame / TM Taken to Writing: 15/18
- Critical Writing in Journals: 16/18
- Frequent, Small-Group, Purposeful Talk: 14/18

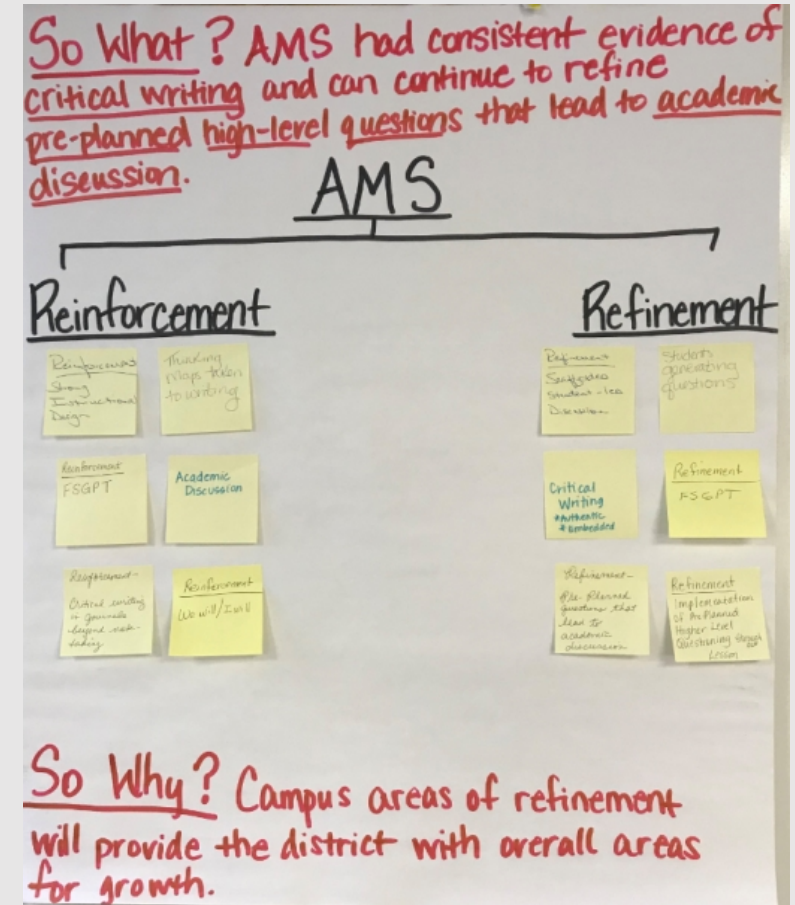
Aledo Middle School Fall Instructional Rounds Compiled Data

Rigor Rubric				
Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.				
Thoughtful Work	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Students demonstrate their learning by completing recall and recall tasks. Most tasks draw on memorization and focus on answering recall-type questions. 	<ul style="list-style-type: none"> Students demonstrate their learning by completing tasks that require comprehension. There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content. 	<ul style="list-style-type: none"> Students demonstrate their learning by completing tasks that require analysis and evaluation of new instructional content. Tasks include the opportunity for students to respond to content through inquiry and interpretation. 	<ul style="list-style-type: none"> Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation. Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.
Instructional Design	<ul style="list-style-type: none"> Learning tasks include one assigned way for students to demonstrate their thinking. 	<ul style="list-style-type: none"> Learning tasks include one or more assigned ways for students to demonstrate their thinking. 	<ul style="list-style-type: none"> Learning tasks include one or more assigned options to best represent their thinking. 	<ul style="list-style-type: none"> Learning tasks extend student learning, requiring them to pursue self-discovery.
High-Level Questioning	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Students respond to questions that focus on basic recall and recall. Most questions asked focus on basic recall or recollection of content. 	<ul style="list-style-type: none"> Students respond to questions that focus on basic recall and recall. Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information. 	<ul style="list-style-type: none"> Students explain and justify their thinking when responding to questions that require different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. During the lesson, students generate questions about content that demonstrate rigorous independent thinking. 	<ul style="list-style-type: none"> Students challenge the thinking of their peers. Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
Instructional Design	<ul style="list-style-type: none"> Lesson mainly includes questions at the recall and recall level, and/or not all students are required to respond to each question. 	<ul style="list-style-type: none"> Lesson includes questions at a range of levels, but not all students are required to respond to each question. 	<ul style="list-style-type: none"> Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond. 	<ul style="list-style-type: none"> Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.
Academic Discussion	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Student discussion is driven by the teacher and mainly remains at the recall level, mostly using restating language, with little to no evidence of academic or domain-specific vocabulary. Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers. 	<ul style="list-style-type: none"> Students provide explanations or evidence of their thinking and respond to their peers' comments. 	<ul style="list-style-type: none"> Students engage with peers in teacher-posed academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts of the lesson. Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others. 	<ul style="list-style-type: none"> Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and responding to the opinion and thoughts of both. The lesson shifts to conversation rather than a Q&A session regarding the major concepts studied. Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.
Instructional Design	<ul style="list-style-type: none"> Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student. 	<ul style="list-style-type: none"> Lesson structures discussion as a mix of teacher-facilitated and peer-to-peer discussions. 	<ul style="list-style-type: none"> Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality. 	<ul style="list-style-type: none"> Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.

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Learner Engagement Rubric				
Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.				
Active Participation	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Most student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not participating. Lesson is teacher led and students progress through new learning with some challenges with productivity. 	<ul style="list-style-type: none"> Students are engaged and on-task during the lesson. Students demonstrate engagement throughout the lesson. Lesson is led by both teacher and students, and students productively progress through new learning. 	<ul style="list-style-type: none"> Students remain on-task and are productively engaged throughout the lesson. Students take ownership of learning new content, actively seeking ways to improve their own performance. 	<ul style="list-style-type: none"> Students remain on-task and are productively engaged throughout the lesson. Students take ownership of learning new content, actively seeking ways to improve their own performance.
Instructional Design	<ul style="list-style-type: none"> Lesson relies mainly on direct instruction with few opportunities for student engagement through application. 	<ul style="list-style-type: none"> Lesson relies on one or two strategies designed to engage students with the lesson focused more on direct instruction than on student engagement through application. 	<ul style="list-style-type: none"> Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation. 	<ul style="list-style-type: none"> Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.
Learning Environment	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to generate in responding to rigorous tasks or questions. Students demonstrate a lack of respect for peers, teacher, and/or learning environment. 	<ul style="list-style-type: none"> Students are engaged and on-task during the lesson. Students demonstrate engagement throughout the lesson. Lesson is led by both teacher and students, and students productively progress through new learning. 	<ul style="list-style-type: none"> Students are engaged and on-task during the lesson. Students demonstrate engagement throughout the lesson. Lesson is led by both teacher and students, and students productively progress through new learning. 	<ul style="list-style-type: none"> Students are engaged and on-task during the lesson. Students demonstrate engagement throughout the lesson. Lesson is led by both teacher and students, and students productively progress through new learning.
Instructional Design	<ul style="list-style-type: none"> Classroom learning procedures and routines are inconsistently communicated and/or implemented. 	<ul style="list-style-type: none"> Classroom learning procedures and routines are visible, but are not consistently implemented. 	<ul style="list-style-type: none"> Classroom learning procedures and routines are visible and are consistently implemented. 	<ul style="list-style-type: none"> Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.
Formative Processes and Tools	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Lesson includes few instances of formative assessment to evaluate student mastery of content. Assessment results indicate that student growth is minimal. Students are partnered or grouped, but all students receive the same lesson content, process, and product. 	<ul style="list-style-type: none"> Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing. Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product. 	<ul style="list-style-type: none"> Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations. Students are strategically partnered or grouped based on data. Lesson content, process, and/or product is clearly differentiated to support varying and specific student needs. 	<ul style="list-style-type: none"> Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning. Assessment results indicate that students are exceeding expected outcomes.
Instructional Design	<ul style="list-style-type: none"> Results from formative processes and tools are used to monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.

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So Why? Campus areas of refinement will provide the district with overall areas for growth.

District Look Fors:

- Learning Objective (We Will / I Will): 18/18
- Thinking Maps with Frame / TM Taken to Writing: 16/18
- Critical Writing in Journals: 17/18
- Frequent, Small-Group, Purposeful Talk: 13/18

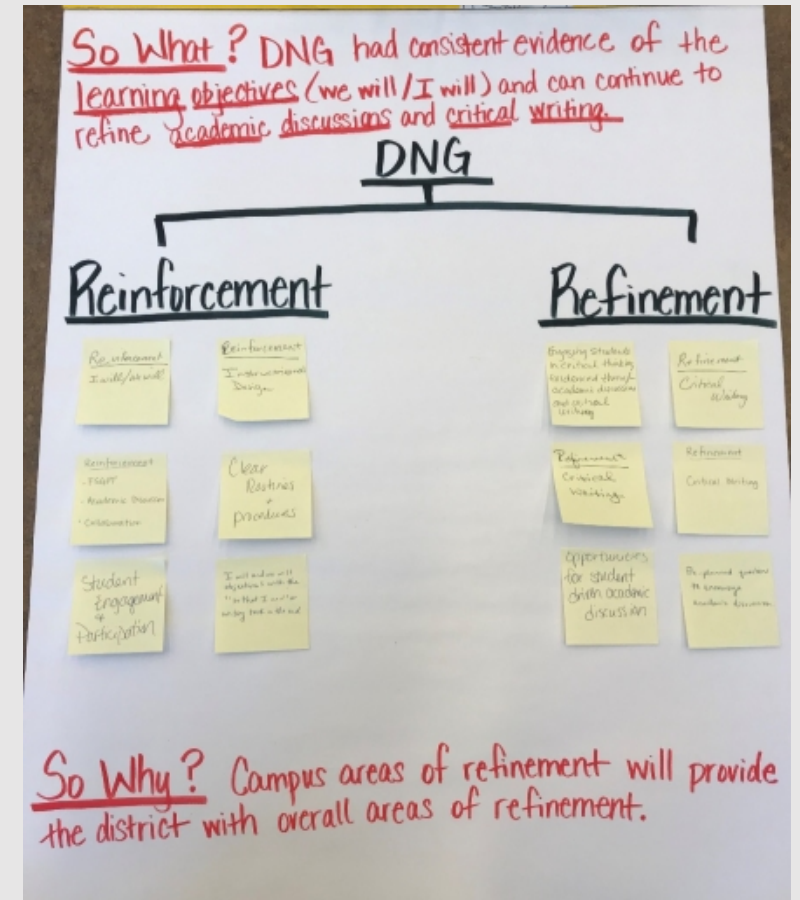
Daniel Ninth Grade Fall Instructional Rounds Compiled Data

Rigor Rubric				
Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.				
Thoughtful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions. 	<ul style="list-style-type: none"> Students demonstrate their comprehension. There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content. 	<ul style="list-style-type: none"> Students demonstrate their analysis, synthesis, and/or evaluation. There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content. Tasks include the opportunity for students to respond to content through inquiry and interpretation. 	<ul style="list-style-type: none"> Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation. Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.
Instructional Design	<ul style="list-style-type: none"> Learning tasks include one assigned way for students to demonstrate their thinking. 	<ul style="list-style-type: none"> Learning tasks include one or more assigned ways for students to demonstrate their thinking. 	<ul style="list-style-type: none"> Learning tasks allow students to self-select options to best represent their thinking. 	<ul style="list-style-type: none"> Learning tasks extend students' learning, inspiring them to pursue self-discovery.
High-Level Questioning	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Students ask questions that are mostly recall. Few students ask questions, and most questions asked focus on basic recall or retelling of content. 	<ul style="list-style-type: none"> Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information. 	<ul style="list-style-type: none"> Students fully explain and justify thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. During the lesson, students generate questions about content that demonstrate rigorous independent thinking. 	<ul style="list-style-type: none"> Students actively engage in developing rigorous questions to challenge the thinking of their peers. Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
Instructional Design	<ul style="list-style-type: none"> Lesson mainly includes questions of the recall and retell level, and/or not all students are required to respond to each question. 	<ul style="list-style-type: none"> Lesson includes questions at a range of levels, but not all students are required to respond to each question. 	<ul style="list-style-type: none"> Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond. 	<ul style="list-style-type: none"> Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.
Academic Discussion	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Lesson is driven by the teacher's retelling of the content, with little to no evidence of academic or domain-specific vocabulary. Student discussion focuses on a variety of topics with each student offering their own thinking without using ideas from peers. 	<ul style="list-style-type: none"> Lesson includes a combination of retelling, analysis, and stating a claim and defending it with evidence. Students provide explanations or evidence of their thinking and respond to their peers' comments. 	<ul style="list-style-type: none"> Students engage with peers in their shared academic discussion focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied. Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others. 	<ul style="list-style-type: none"> Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both. The lesson shifts to conversation rather than a Q&A session regarding the major concepts studied. Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.
Instructional Design	<ul style="list-style-type: none"> Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student. 	<ul style="list-style-type: none"> Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions. 	<ul style="list-style-type: none"> Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality. 	<ul style="list-style-type: none"> Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.

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Learner Engagement Rubric				
Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.				
Active Participation	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Limited student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected. 	<ul style="list-style-type: none"> Students are actively engaged, but not all students are actively responding. Students actively respond to the teacher, and students' progress through new learning. 	<ul style="list-style-type: none"> Students are actively engaged throughout the lesson. Lesson is led by both teacher and students, and students productively progress through new learning. 	<ul style="list-style-type: none"> All students remain on-task and productively engaged throughout the lesson. Students take ownership of learning new content, actively seeking ways to improve their own performance.
Instructional Design	<ul style="list-style-type: none"> Lesson relies mainly on direct instruction with few opportunities for student engagement through application. 	<ul style="list-style-type: none"> Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application. 	<ul style="list-style-type: none"> Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation. 	<ul style="list-style-type: none"> Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.
Learning Environment	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to demonstrate responding to rigorous tasks or questions. Students demonstrate a lack of respect for peers, teacher, and/or learning environment. 	<ul style="list-style-type: none"> Students demonstrate respect for the teacher, and students are consistently respectful to peers. Students demonstrate respect for peers, teacher, and the learning environment. 	<ul style="list-style-type: none"> Students are encouraged to take risks and persevere through productive struggle. Students are praised for demonstrating commitment to learning. Students demonstrate respect for peers, teacher, and the learning environment. 	<ul style="list-style-type: none"> Students are encouraged to take risks and persevere through productive struggle. Students are provided with effective feedback to guide them in their learning. Students demonstrate respect for peers, teacher, and the learning environment.
Instructional Design	<ul style="list-style-type: none"> Classroom learning procedures and routines are inconsistently communicated and/or implemented. 	<ul style="list-style-type: none"> Classroom learning procedures and routines are visible, but are not consistently implemented. 	<ul style="list-style-type: none"> Clear classroom learning procedures and routines are visible and are consistently implemented. 	<ul style="list-style-type: none"> Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.
Formative Processes and Tools	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Lesson includes few instances of formative assessment to evaluate students' mastery of content. Assessment results indicate that student growth is minimal. Students are partnered or grouped, but all students receive the same lesson content, process, and product. 	<ul style="list-style-type: none"> Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing. Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product. 	<ul style="list-style-type: none"> Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations. Students are strategically partnered or grouped based on data. Lesson content, process, and/or product is clearly differentiated to support varying and specific student needs. 	<ul style="list-style-type: none"> Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning. Assessment results exceeding expected outcomes.
Instructional Design	<ul style="list-style-type: none"> Results from formative processes and tools are used to monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.

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District Look Fors:

- Learning Objective (We Will / I Will): 18/18
- Thinking Maps with Frame / TM Taken to Writing: 8/18
- Critical Writing in Journals: 7/18
- Frequent, Small-Group, Purposeful Talk: 12/18

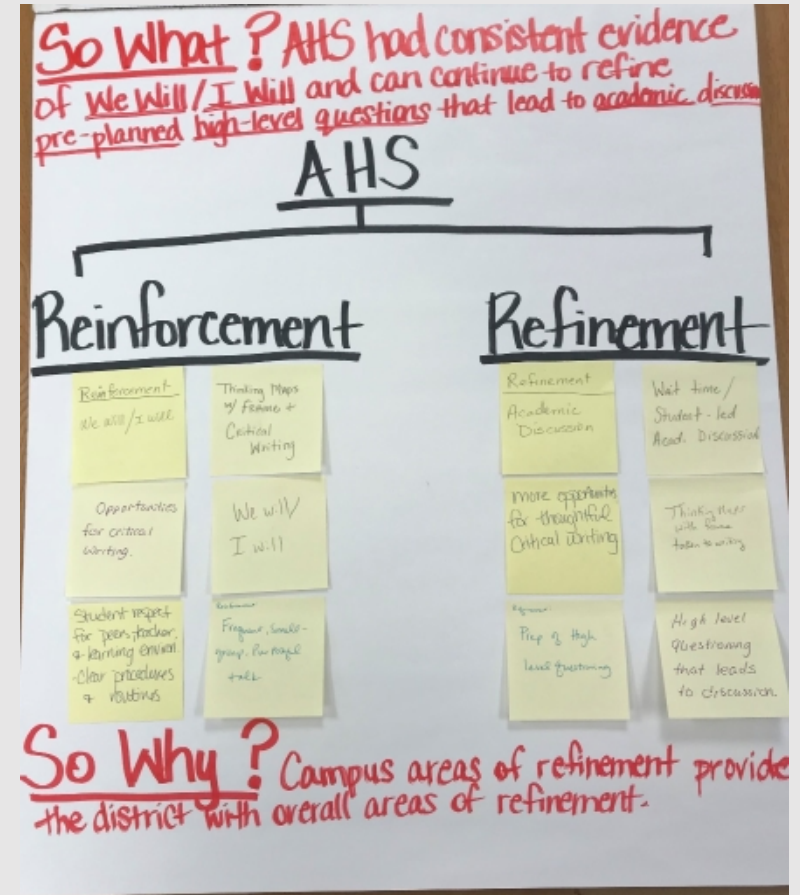
Aledo High School Instructional Rounds Compiled Data

Rigor Rubric				
Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.				
Thoughtful Work	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Students demonstrate their learning by completing recall and select tasks that focus on memorization and focus on answering recall-type questions. 	<ul style="list-style-type: none"> Students demonstrate their learning by completing tasks that require comprehension. There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content. 	<ul style="list-style-type: none"> Students demonstrate their learning by completing tasks that require analysis, synthesis, and evaluation of new instructional content. Tasks include the opportunity for students to respond to content through inquiry and interpretation. 	<ul style="list-style-type: none"> Students demonstrate their own learning by completing tasks that require originality, design, or adaptation. Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.
Instructional Design	<ul style="list-style-type: none"> Learning tasks include one assigned way for students to demonstrate their thinking. 	<ul style="list-style-type: none"> Learning tasks include one or more assigned ways for students to demonstrate their thinking. 	<ul style="list-style-type: none"> Learning tasks allow students to self-select options to best represent their thinking. 	<ul style="list-style-type: none"> Learning tasks extend students' learning, inspiring them to pursue self-discovery.
High-Level Questioning	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Students focus on direct recall and select questions asked focus on basic recall or retelling of content. 	<ul style="list-style-type: none"> Students ask questions that demonstrate a comprehension of content. Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information. 	<ul style="list-style-type: none"> Students ask questions that justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. During the lesson, students generate questions about content that demonstrate rigorous independent thinking. 	<ul style="list-style-type: none"> Students actively engage in developing rigorous questions to challenge the thinking of their peers. Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
Instructional Design	<ul style="list-style-type: none"> Lesson mainly includes questions at the recall and select level, and/or not all students are required to respond to each question. 	<ul style="list-style-type: none"> Lesson includes questions at a range of levels, but not all students are required to respond to each question. 	<ul style="list-style-type: none"> Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond. 	<ul style="list-style-type: none"> Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.
Academic Discussion	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Students are driven by the teacher and mostly remain at the recall level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. Student discussion focuses on a variety of topics with each student offering their own thinking without using ideas from peers. 	<ul style="list-style-type: none"> Students are driven by the teacher, but include a combination of recall, analysis, and/or stating a claim and defending it with evidence. Students provide explorations or evidence to their thinking and respond to their peers' comments. 	<ul style="list-style-type: none"> Students engage with peers in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied. Students support their ideas with concrete explorations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others. 	<ul style="list-style-type: none"> Students actively drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both the lesson shifts to conversation rather than a Q&A session regarding the major concepts studied. Students are able to play focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.
Instructional Design	<ul style="list-style-type: none"> Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student. 	<ul style="list-style-type: none"> Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions. 	<ul style="list-style-type: none"> Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality. 	<ul style="list-style-type: none"> Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.

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Learner Engagement Rubric				
Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.				
Active Participation	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Students exhibit student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not motivated. Lesson is teacher-led and students progress through new learning with some challenges with productivity. 	<ul style="list-style-type: none"> Students engage when asked, but not all students have the opportunity to actively participate. Lesson is led by the teacher, and students progress through new learning through new learning. 	<ul style="list-style-type: none"> Students are engaged throughout the lesson. Lesson is led by both teacher and students, and students productively progress through new learning. 	<ul style="list-style-type: none"> Students remain on-task and productively engaged throughout the lesson. Students take ownership of learning new content, actively seeking ways to improve their own performance.
Instructional Design	<ul style="list-style-type: none"> Lesson relies mostly on direct instruction with few opportunities for student engagement through application. 	<ul style="list-style-type: none"> Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application. 	<ul style="list-style-type: none"> Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation. 	<ul style="list-style-type: none"> Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.
Learning Environment	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Students are not engaged in the learning environment. There is a lack of evidence of students being required to participate in responding to rigorous tasks or questions. Students demonstrate a lack of respect for peers, teacher, and/or learning environment. 	<ul style="list-style-type: none"> Students are engaged in the learning environment, but not all students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers. 	<ul style="list-style-type: none"> Students are engaged in the learning environment, and students demonstrate respect for peers, teacher, and the learning environment. 	<ul style="list-style-type: none"> Students are engaged in the learning environment, and students demonstrate respect for peers, teacher, and the learning environment.
Instructional Design	<ul style="list-style-type: none"> Classroom learning procedures and routines are inconsistently communicated and/or implemented. 	<ul style="list-style-type: none"> Classroom learning procedures and routines are established, but are not consistently implemented. 	<ul style="list-style-type: none"> Clear classroom learning procedures and routines are established and are consistently implemented. 	<ul style="list-style-type: none"> Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.
Formative Processes and Tools	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Lesson includes few instances of formative assessment to evaluate student mastery of content. Assessment results indicate that student growth is minimal. Students are partnered or grouped, but all students receive the same lesson content, process, and product. 	<ul style="list-style-type: none"> Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing. Students are partnered or grouped, and receive some opportunities for differentiated learning based on content, process, and/or product. 	<ul style="list-style-type: none"> Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations. Students are strategically partnered or grouped based on data. Lesson content, process, and/or product is clearly differentiated to support learning and specific student needs. 	<ul style="list-style-type: none"> Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning. Assessment results indicate that students are exceeding expected outcomes.
Instructional Design	<ul style="list-style-type: none"> Results from formative processes and tools are used to monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools are used to inform and adjust instructional practices and monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools are used to inform and adjust instructional practices, plan differentiated instruction, and monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional practices, plan differentiated instruction, and monitor progress.

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District Look Fors:

- Learning Objective (We Will / I Will): 17/18
- Thinking Maps with Frame / TM Taken to Writing: 7/18
- Critical Writing in Journals: 14/18
- Frequent, Small-Group, Purposeful Talk: 14/18

Aledo ISD Fall Instructional Rounds Compiled Data

District Look Fors:

- Learning Objective (We Will / I Will):
160/162
- Thinking Maps with Frame / TM Taken to Writing:
114/162
- Critical Writing in Journals:
125/162
- Frequent, Small-Group, Purposeful Talk:
114/161

District Reinforcement & Refinement:

- **Reinforcement:**
Learning Objective (We Will / I Will)
- **Refinement:**
Pre-Planned High Level Questions that Elicit Academic Discussions