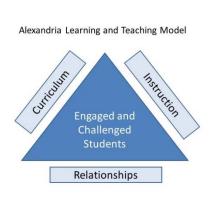
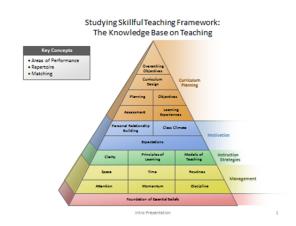
ACPS Curriculum Implementation Walk-Through Data Collection

Trait	Tallies	Possible Evidence
#of Classrooms		
Observed		
		Structures
ACPS Curriculum		EQs posted.
Guides Instruction		TT Rubrics posted, Completed TT.
		Textbooks used as resources not guides.
		Content matches appropriate unit.
Instructional Time		Procedures/structures in place for effective management.
Maximized		• Instruction starts promptly and extends throughout the period.
		• Majority of time is spent on the Transfer Goals, EQs, and objectives.
		• Provisioning is complete so instruction flows smoothly.
		Instructional activities tightly aligned to curriculum unit.
Balanced Assessment		CRT data used to plan and adjust instruction.
		• TT data used to plan and adjust instruction.
		• T uses formative data adjust instruction and plan future lessons.
		• T uses on-the-spot feedback to help students adjust their learning.
		Teacher Actions
Facilitates Ongoing		T refers to EQs/previous EQ discussion during instruction.
Exploration of		Graphic Organizer on EQ.
Essential Questions.		• T facilitates S discussion/debate on EQs.
		• T facilitates student writing in response to EQs.
		• T uses appropriate wait time when posing EQs
		• T asks HOT questions: analysis, synthesis, evaluation.
Provides Instruction		Activates S prior knowledge
for Language		Builds background knowledge.
Acquisition		• Teaches academic vocab: descriptions, examples, realia, nonlinguistic.
•		• Explicit instruction on text structures.
		• Explicit instruction on construction of language in various genres.
Provides Instruction in		Provides instruction in academic vocabulary.
Literacy Appropriate		• Provides instruction in text structures specific to the discipline.
to the Discipline		 Provides for previewing of text before reading assignments.
_		• T models metacognitive strategies with text: clarifying, questioning.
		predicting, summarizing, and visualizing.
Provides		 Provides differentiated content based on student needs.
Differentiated		• Provides for differentiated processes (small group, multiple modalities, etc).
Instruction		• Provides for differentiated products (appropriate TT, modify assignments).
Facilitates High Levels		• T asks higher order questions and probes S thinking.
of Student		• T uses structures to promote response from all S.
Engagement.		• T provides for discourse (10-2 rule, 50/50 T talk/S talk, etc.).
		• T establishes a No Secrets classroom.
		• T connects learning to S interests and life experiences.
Five College		• T models using critical thinking skills with complex text.
Competencies		• T models writing to express ideas, conclusions, and insights.
		• T models analyzing and interpreting data specific to the discipline.
		• T models discourse within a specific discipline.
		T models a variety of speaking styles.
Explicit Instruction		• T models and/or thinks-aloud for students.
		• T uses visuals, analogies, graphic organizers.
		T anticipates and prevents confusion/misconceptions.
		• T highlights important information.
		T makes explicit connections to S experiences.
		T summarizes information.
		T explains the compelling WHY.

Student Actions		
Student Participates in Rich Discourse Related to the Essential Question. Student Displays Evidence of Acquiring Academic Language.	 S refers to EQ during classroom discussions. S contributes to a graphic organizer or other methods of collecting ideas related to EQ. Student answers HOT questions: analysis, synthesis, evaluation. S uses writing to express ideas and insights about EQs. S makes connections to prior knowledge. S uses descriptions, examples, nonlinguistic representations to 'define' new words. S uses academic language in classroom discussions. S uses academic language in writing. 	
Student Engages with Rich Text Specific to the Discipline.	 S engages in text specific to the discipline. S previews text before reading. S uses clarifying, questioning, predicting, summarizing, and/or visualize metacognitive strategies. S uses graphic organizer, note taking techniques, etc. to capture important information. 	
Student Shows Evidence of Acquiring the Five College Competencies.	 S displays critical thinking related to text they have read. S uses writing to express ideas, conclusions, and insights. S analyzes and interprets data specific to the discipline. S participates in discourse specific to the discipline. S uses a variety of speaking styles (persuasive, informative, etc.). 	
Student Shows Evidence of High Level Engagement in Learning.	 S probes fellow students' thinking. S makes connects learning to interests and life experiences. S describes what he/she is learning and the compelling WHY. S explains the real-world application of what he/she is learning. S shows persistence with difficult tasks. S engages in discussion and/or discourse about their learning. S analyzes, synthesizes and evaluates their learning. S engages in metacognitive strategies. S transfers his/her learning to new contexts. 	





Key:

EQ = Essential Question

TT = Transfer Task

T = Teacher

S = Student

HOT = Higher Order Thinking