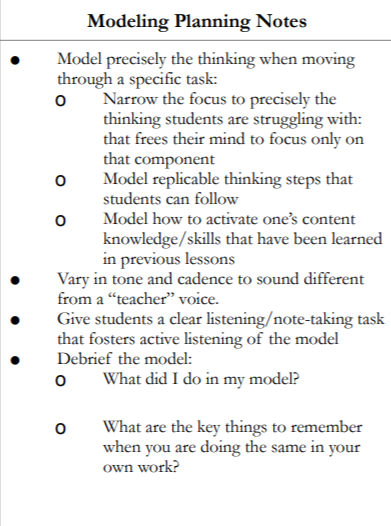


Reteach Lesson Review Reflection:



|  |  |
| --- | --- |
| Effective Feedback Model | |
| Feedback Component | Observations |
|  |  |
|  |  |
|  |  |

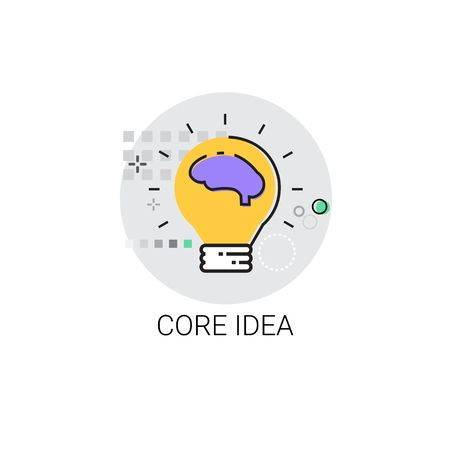


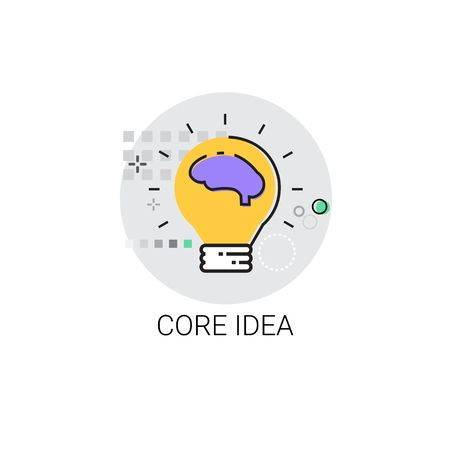
Reteach Video Observation Notes

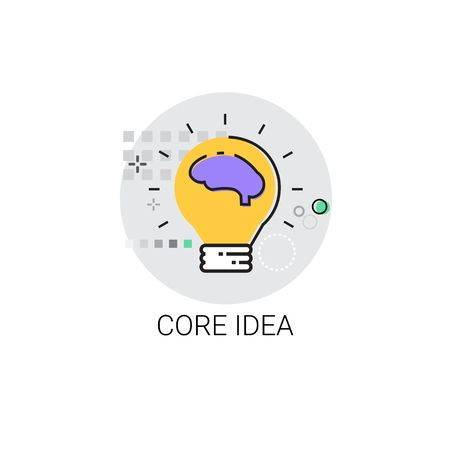


|  |  |
| --- | --- |
| Reteach Feedback Plan | |
| Feedback Component | Script |
|  |  |
|  |  |
|  |  |

“Formative Assessments & Monitoring Student Progress” Core Ideas







Aggressive Monitoring

Prerequisites→

* Teachers have mastered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the Bambrick-Santoyo Waterfall Rigor Trajectory.

Prework →

* Teachers have created a\_\_\_\_\_\_\_\_\_\_\_\_\_\_within their classroom such that high performing students will be the first students interacted with during each lap, followed by average performing students and then lower performing students.
* Teachers have created a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that they will use with students. Students know what the symbols in the coding system mean. (An anchor chart is visible to students with symbols and meanings).
* Teachers have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the class.
* Teachers have created an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of all student work.
* Teachers have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ objectives for each section of the lesson cycle.

Implementation →

* During each section of the lesson cycle, the teacher will review student work, provide students with written feedback, and collect qualitative data to inform instructional decisions.
  + The teacher will round to aggressively monitor:
    - Announce the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
    - Follow the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of highest performing to lowest performing student
    - Provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to students using the established coding system
    - Collect qualitative data to inform instructional decisions
  + The teacher will respond to the data from their monitoring:
    - If the teacher \_\_\_\_\_\_\_\_\_\_notices 2-3 students with the same error, the teacher will stop and address the misconception with the whole class using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - If the teacher notices only a few students with the same error, the teacher will pull a quick \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - Qualitative data that is collected is used to inform \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about whole group and small group reteach decisions based on the collected data.

Aggressive Monitoring Model Part I

Notes:

Aggressive Monitoring Model Part II

Notes: