Focus: TESS 3.C

Learning Target Look Fors:

- Learning Target on board in an I Can Statement
- Learning Target is explicitly introduced to students including why the target is important
- Learning Target is deconstructed with students
- Anchor charts aligned to learning target

Learning Target on board in an I Can Statement
7/7: LT was on the board
6/7: LT were in I Can statements
1 grade level, 3/3 classrooms had the same reading learning target and using the same mentor text

Examples:

I can ask questions about key details in a story.
I can compare people, places, and events.
I can answer questions about key details in a text.
I can distinguish literal from non-literal language.

Learning Target is explicitly introduced to students including why the target is important
2/2 teachers explicitly explained target with students
0/2 teachers (at the beginning of the mini-lesson) discussed why the target was important

Example:

I can ask questions about key details in a story.
T: Who can tell me what we’ve been working on while we are reading stories.
S: Plants
T: Yes we’ve been reading about that but what have we been practicing
S: Questions
T: Yes, asking or answering questions?
St: Asking
T: Yes! What are some good question words?
Sts brainstorm words.
T: Can we ask questions before, while and after we read?
T: We are going to think and ask questions while we read a book about a tree.
S: Why is the bear sitting like that?

Learning Target is deconstructed with students & Anchor charts aligned to learning target
3/7 classrooms had anchor charts showing deconstruction of the LT and/or support for the learning target
Examples:
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Data from 4/11 Focus Walks

**Strategic Use of Centers Look Fors:**
- At least one center supports/aligns to reading (mini-lesson) target
- Students are able to say what they are learning, why, and what good work looks like (for center aligned to target)

0/2 classrooms where students were in stations had a station aligned to the reading learning target

**Lesson Structure/Cohesion Look Fors:**
- Introduction of Target
- Activities are directly aligned to learning target and learning target is referenced during the activity
- Close with connection/reflection on learning

5/7 classrooms observed were teaching the mini lesson

**Introduction of Target**
2/2 teachers (starting mini-lesson) explicitly explained target with students

**Activities are directly aligned to learning target and learning target is referenced during the activity**

5/7 classrooms observed were in the middle of the mini-lesson
Seventh Street Elementary School
Data from 4/11 Focus Walks

5/5 classroom had activities from mini-lesson directly aligned to the learning target

Example:

Example #1:
T-Who can tell me what we have been learning while we’ve been reading stories? What have we been practicing while we read?
T-says are we asking questions or answering. T-calls on students and have them come up with good questions words
T-I have a question for you? Can we ask questions before we read, while we read, and when we’re done.
T-Today, we’re going to think and ask some questions while we read the book “Who Will Plant a Tree?” Look at the front of the book. Ask me a question about it?
St-says questions...students says we’re asking questions
Students begin to say... Why? How? When? What? When?
St-Why is the squirrel in the tree?

Example #2:
T- We’re just asking questions now, we’re not answering them yet.
St- How did the bear trip and cause an apple tree to grow?
St-Did the seed pop out of the apple or did it fall off the tree?
St-How did the bear grow the apple tree?
St-The bear tree and the see fell off and he planted an apple tree.

LT: I can compare people, places, and events.

LT: Describe the connection between two pieces of information
Close with connection/reflection on learning
1/7 classrooms were observed closing a mini-lesson
1/1 classroom referenced the learning target when closing lesson

Example:

LT: Describe the connection between two pieces of information
St on rug for mini lesson
T: What are we looking for? What happens when we put two things together
S: Make connections
T: Yes we did that when we made our chart

Wasn't observed directly occurring with students but worth celebrating! Closing Reflection Anchor Charts!
Seventh Street Elementary School
Data from 4/11 Focus Walks