

Modeling				
	4	3	2	1
<p>Teacher makes thinking process visible</p> <ol style="list-style-type: none"> 1. Restates the purpose/objective 2. Activates prior knowledge 3. Verbalizes a brief and targeted think aloud 4. Aligned to anchor and/or process charts 5. Misconceptions are pre-corrected 6. Uses "I" statements 	<p>The teacher completed all six components.</p> <p>The teacher explains the thoughts and actions made as an example of the tasks completed. This example matches the task the students will complete in Guided, Collaborative, and Independent Practice.</p>	<p>The teacher completed 5 out of 6 components.</p> <p>The teacher explains the thoughts and actions made as an example of the tasks completed. This example mostly matches the task the students will complete in Guided, Collaborative, and Independent Practice</p>	<p>The teacher completed 4 out of 6 components.</p> <p>The teacher explains the thoughts and actions made as an example of the tasks completed. This example somewhat matches the task the students will complete in Guided, Collaborative, and Independent Practice</p>	<p>The teachers completed 3 or less components.</p> <p>The teacher explains the thoughts and actions made as an example of the tasks completed. This example does not match the task the students will complete in Guided, Collaborative, and Independent Practice</p>
<p>Students are paying close attention to the teacher</p>	<p>All students are actively listening. They are facing the teacher and have their eyes on the speaker. Students have work to follow along with and are creating a model along with the teacher, doing everything the teacher is doing. Students are silent during the model. Only at the end when the teacher asks them to discuss what they saw do kids engage in dialogue.</p>	<p>Most students are actively listening. Most are facing the teacher and have their eyes on the speaker. Students have work to follow along with and are creating a model along with the teacher, doing everything the teacher is doing. Only at the end when the teacher asks them to discuss what they saw do kids engage in dialogue</p>	<p>Some students are actively listening. Some are facing the teacher and have their eyes on the speaker. Students have work to follow along with and are creating a model along with the teacher, doing everything the teacher is doing. The teacher asks some questions of students during the model. Kids are given an opportunity to discuss what they saw with each other at the end of the model</p>	<p>Few students are actively listening. Few are facing the teacher and have their eyes on the speaker. Students have work to follow along with and are creating a model along with the teacher, doing everything the teacher is doing. The teacher asks many questions of students during the model. Kids are not given an opportunity to discuss what they saw with each other at the end of the model</p>

Modeling, continued

	4	3	2	1
<p>The teacher uses anchor charts (classroom procedures, content, process charts) that remain visible for the student.</p> <ol style="list-style-type: none"> 1. Includes a visible and meaningful title 2. Reflects an instructional focus 3. Incorporates academic vocabulary 4. Illustrates a concept and/or helps students remember the process of a skill or strategy 5. Clear, legible, and vivid 	<p>All Components for anchor charts are met.</p>	<p>4 out of 5 components are met.</p>	<p>3 out of 5 components are met.</p>	<p>No more than two components are met.</p>
<p>Teacher creates a model of the student activity that remains visible for the class period.</p>	<p>The model that the teacher completes is left up for all students to see. The model has the teacher's thinking documented. Students with special needs have a copy of the model at their desks. The model is an exact match to the activity children are engaged</p>	<p>The model that the teacher completes is left up for all students to see. The model has the teacher's thinking documented. The model is an exact match to the activity children are engaged</p>	<p>The model that the teacher completes is left up for all students to see. The model is an exact match to the activity children are engaged</p>	<p>The model that the teacher completes is left up for all students to see. The model does not match to the activity children are engaged</p>
<p>Students are able to discuss with a partner what they saw during the model and what they will be doing during Guided Instruction</p>	<p>Only at the end of the model do students engage in conversation with each other. The teacher calls on a few students to report out on what they have seen. This is a quick process. If the teacher notices that students are not understanding what to do, another model is completed. This model is different and tailored to the misunderstandings the children are having.</p>	<p>Only at the end of the model do students engage in conversation with each other. The teacher calls on a few students to report out on what they have seen. This is a quick process. Teacher knows if students understand the model and repeated the same model if necessary.</p>	<p>Only at the end of the model do students engage in conversation with each other. This is a quick process. Teacher knows that students understand the model.</p>	<p>Students are not given an opportunity to discuss what they saw. Teacher does not know if students understand the model.</p>