Resource Inventory Checklist

Resources	Stages			Grouping			Expected Outcomes				
	I do	You do	We do	Whole Group	Small Group	One on One	Independent	Exposure	Remediation of Skills	Mastery (assessment)	Practice Opportunity

Goal Setting: Tracking Achievements

What's Your *Reading* Goal?	Benchmark	Fall	Goal Met?	Winter	Goal Met?	Spring	Goal Met?

To meet my goal, I will . . .

- _____
  _____
- _____
  _____
- _____
  _____

Goal Setting: Tracking Achievements

What's Your *Writing* Goal?	Benchmark	Fall	Goal Met?	Winter	Goal Met?	Spring	Goal Met?

To meet my goal, I will . . .

- _____
  _____
- _____
  _____
- _____
  _____

Student Self-Reflection Checklist				
Reading Comprehension				
As I read, I continue to check for understanding.	🙂	😐	🙁	🙁
I stop to use a reading strategy when I do not understand what I read.	🙂	😐	🙁	🙁
I look for important ideas and see how the details in the text relate to the whole.	🙂	😐	🙁	🙁
I can visualize in my head the events noted in the text.	🙂	😐	🙁	🙁
I can make connections to the text to make an inference.	🙂	😐	🙁	🙁

Types of Assessments

Frequency	Quarterly or Annually	Weekly or Biweekly	Quarterly or Annually
Type	**Diagnostic**	**Formative**	**Summative**
Purpose	• Administered prior to instruction • Used to identify students' baseline strengths and weaknesses/to determine what students already know • Results are intended to inform future instruction	• Used to check for understanding throughout the year • Guides teacher decisions about upcoming instruction • Provides feedback to students about their performance • Supports teacher with differentiating instruction	• Evaluates student learning at the conclusion of an instructional period (e.g., unit, marking period, year) • Aligns with the goals and expected outcomes of instruction by the end of the instructional period • Used to identify trends across the classroom • May guide teacher's decision about spiraling missed concepts in future instruction
Examples	• Unit pretest • May be teacher designed or may be part of a program • Questionnaires	• Strategic questioning • 3-way summaries • Turn and talk • 3–2–1 countdown • Classroom polls • Exit/admit tickets • Discussions • Graphic organizers • Four corners concept maps	• End-of-course test • End-of-year test • End-of-grade standardized test (including state-mandated tests) • District benchmark • Common assessments • End-of-unit test • Midterm exams • Final exams

Component	What is the Teacher Doing?	What is the Student Doing?
"I Do"	The teacher provides direct instruction by establishing goals and setting purpose. During this time the teacher is thinking aloud while modeling.	Students are actively listening and asking clarifying questions.
"We Do"	The teacher shifts to allow instruction to become interactive. Both teacher and student are working.	Students work with teacher and classmates; however, they are given opportunities to show their understanding.
"You Do it Together"	The teacher shifts to the facilitator and uses student talk to check for understanding, provide feedback and determine next steps.	Students work in small groups to collaborate on tasks to show their understanding. They look to their peers for clarification.
"You Do it Alone"	Without assistance, the teacher allows the individual student to work in order to determine their level of understanding.	Students work alone in order to demonstrate individual understanding of the learning.

The Gradual Release of Responsibility

Whose Business is it?

Who Will Support?
General Education teacher
Special Education teacher
English language learner (ELL) teacher
Gifted teacher
Early Intervention Program teacher
Specialty teachers (i.e. art, music, or physical ed.)
Reading Specialists
Instructional Coaches
Administrators

Meeting Scenario # 1

Type: Vertical (across several grades)

Purpose: Teachers have been working with students for weeks during guided reading and are noticing that some students with learning disabilities struggling with engagement and working independently. They are looking for strategies that will make their practice time more meaningful.

Meeting Scenario #2

Type: Grade-alike

Purpose: In sixth grade, there has been an influx of English language learners that are performing 1-2 grade levels below in reading. During whole group instruction, the students seemed to struggle with tracking the text and answering text dependent questions.