

If you were to visit a colleague's classroom, what evidence would you look for to indicate that he/she is teaching our interdisciplinary units of study?

- GLAD charts
- Essential Questions
- Close Reads
- Small group discussions
- Vocabulary addresses the content of the unit
- Writing component for all disciplines
- ELA and Science or ELA and SS
- Questioning – short answer responses
- DOK
- ELA language and foundational skills embedded in the topic from the YAAG or unit
- Technology and computer usage
- Embedded writing
- Interdisciplinary focus wall (interactive)
- Student Portfolios (work samples)
- Projects (culminating events)
- Webquest collaborative
- 1 pagers

In what ways will you modify your teaching, based on you insights from SBAC field test?

- Teach students to decipher questions
- Implement Illuminate ASAP
- All schools need the same amount of technology
- Use computer based intervention programs for math (eg. IXL)
- Get to know SBAC items really well

- Prepare students to answer questions using a computer
- How to accomplish pre-writing without creating thinking maps
- Strengthen keyboarding skills
- Teach students to be better at finding errors (editing, revising, analyzing)
- Teach computer skills such as drag and drop, drawing and creating shapes
- Prepare students for wordy questions
- Identify and teach SBAC related academic vocabulary
- Use teacher think alouds

What is your plan for implementing PLT next year?

- Timed rotations
- Teacher moves instead of students
- Share PLT ideas with grade levels (across schools)
- Develop a list of activities that can be used over and over with minimal prep. Include independent work for non-teacher group
- Does PLT have to be at the end of the day? Why not PLT all day? Not necessarily a specified group time.
- Specific PLT rules
- PLT may need to look different in each class?
- Aides could help reduce group size
- Could timing be different? ie., 30 min/30 min and ELD at a different time