

**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?**

- Unit Title/Theme Displayed
- Enduring Understanding Displayed
- Essential Question Displayed/discussed
- Learning Objective related to the unit
- Interdisciplinary tasks/assignments
- Visual representations of unit
- Technology
- Differentiated content and integration of content across disciplines
- Interactive notebook (CCSS ref.)
- Collaboration, ie., cooperative groups, table talks, pair share etc.)
- Writing, Researching, Communication
- 4 C's
- Inquiry

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

- Students need computer skills
- Use highlighting to help students with multi-step instructions
- More essay writing including citing sources
- More multi-paragraph writing
- Selected response practice
- Focus on academic vocabulary, both content and instructional
- A lot more informational text
- Scope: current events, ELA and Math
- Testing endurance

- Set testing schedule for shorter sessions
- Mobile lab with teacher for a week
- From a list of facts, students must be able to identify which of 4 sources they came from
- Loss of instruction due to SBAC
- Students used too much time on the performance tasks, they are not used to short time frames

**How are you utilizing your support periods?**

- Vocabulary building
- Short constructed response writing
- Reading strategies, ie., critical reads, close reads, marking and charting
- AVID/GLAD strategies, ie., Expert Groups, Philosophical Chairs, Scope debate, collaborative groups
- Support the Core
- Bridges
- ELD Questioning
- Extended time
- Small groups
- PLT for all levels