

NCNSP Common Instructional Framework (CIF)

Monitoring Toolkit

<p>Collaborative Group</p> <ul style="list-style-type: none"> • Students have clearly defined roles • Students work in 2s, 3s, or 4s • Teacher circulates to assess students' understanding • Teacher embeds collaborative group work in lesson plans • Teacher establishes rules and expectations for groups, listens and observes as groups work, redirect students if necessary and push students to deepen their conversations • Teacher varies group configurations, length of time in groups and group activities 	<p>Writing to Learn</p> <ul style="list-style-type: none"> • Connects content to prior knowledge • Embed writing to learn in lesson plans and in collaborative group work • First, middle, or end of class daily • Focuses content • Helps make content relevant • Helps teachers see level of understanding or confusion • Low-stakes writing (brainstorming, exit tickets, free-writes, etc.) • Utilize writing to learn as a formative assessment tool
<p>Literacy Groups</p> <ul style="list-style-type: none"> • Can use book or short texts • Establish rules and expectations for groups • EVERY student has a voice and is accountable for the learning • Listen and observe as groups work • Make each group responsible for creating a product that reflects their learning Provide choice for students/differentiation • Redirect students if necessary and push student to deepen their conversations • Use roles, provide opportunities for students to “shine” 	<p>Questioning</p> <ul style="list-style-type: none"> • Encourages student questions • Engages students in relevance and rigor • Provides plenty of wait/processing time • Reflects Bloom’s Taxonomy, encouraging higher levels of thinking • Students asks probing questions of each other • Teacher asks probing questions from basic remembering to higher levels of critical thinking • Teacher uses questioning as a formative assessment to gauge where students are in their understanding of the topic • Teacher uses wait time and pacing to encourage all students to engage
<p>Scaffolding</p> <ul style="list-style-type: none"> • Makes excellent use of graphic organizers • Students make connections between their prior knowledge and experience and new content and skills • Teacher “frontloads” information BRIEFLY before assigning reading 	<p>Classroom Talk</p> <ul style="list-style-type: none"> • ALL students are involved in discussion and held accountable for learning Focused, rich discussions in small groups and/or whole group • Students engage in meaningful conversations around the curriculum • Teacher becomes a facilitator/listener • Teachers uses protocols and instructional strategies that support effective classroom talk