

2026 - 2027 Instructional Snapshot

Feedback	Content	Context
<u>Providing and Communicating Clear Learning Goals</u> ● I have a learning goal posted so that all students can see it. ● The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment. ● I make reference to the learning goal throughout the lesson. ● I have established and posted a rubric that relates to the learning goal so that all students can see it. ● I make reference to the rubric throughout the lesson, with emphasis on equity in learning for students of all backgrounds. <u>Monitoring Student Progress*</u> ● I chart the progress of the entire class on the learning goal and assure equity in learning for students of all backgrounds. ● I help students track	<u>Organizing Students to Interact and Collaborate*</u> ● I have established routines for student grouping and student interaction in groups or as a whole class. ● I organize students into groups for the lesson purposefully or spontaneously ○ partners ○ triads ○ small groups up to 5 <u>Engaging Students in Cognitively Complex Tasks & Asking In-depth Questions*</u> ● I establish the need to generate and test hypotheses. ● I organize students into groups to generate and test hypotheses. ● I engage students with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses. ● I facilitate students generating their own individual or group tasks that require them to generate and test hypotheses.	<u>Maintaining a Lively Pace</u> ● I employ crisp transitions from one activity to another. ● I alter pace appropriately (i.e. speed up and slow down).

their individual progress on the learning goal.

- I use formal and informal means to track mastery of the learning goal such as:
 - Questioning
 - Learning Logs / Journals
 - Checklists
- I assign scores using a rubric that depicts student status relative to the learning goal.

*Elements required by Plano ISD