

2023-2024 Student Engagement through Collaborative Communication

Description	Student Observables			
	1 Not yet	2 Attempting with inconsistent evidence of effectiveness	3 Most of the time with evidence of effectiveness	4 Consistently with evidence of effectiveness
Preparing to Engage	All students effectively <ul style="list-style-type: none"> ○ Use think time ○ Use ink time (if applicable) ○ Prepare to respond when randomly selected (using complete sentences) ○ Demonstrate their understanding of established norms for collaboration and communication 			
Engaging and Responding	Students <ul style="list-style-type: none"> ○ Follow the agreed upon norms when elaborating on another's response ○ Use structured talk time ○ Use sentence frames to respond to questions/prompt in a scholarly way whether they know or don't know ○ Raise their hand to ask questions or add to the discussion ○ Will be accountable to answer questions ○ Reframe question/prompt ○ Adhere to agreed-upon norms for responding and discussing ○ Participate in varied engagement activities <ul style="list-style-type: none"> ○ <i>Active engagement strategies used during the lesson</i> (e.g. think/pair/share, think/ink/pair share, random selection, say and switch, think aloud pair problem solving (TAPPS)) ○ <i>Active engagement strategies used to extend the lesson</i> (e.g. reciprocal teaching, fishbowl, academic conversation placemat) ○ Demonstrate the ability to perform different roles when in groups 			
Listening	Students <ul style="list-style-type: none"> ○ Listen to other responses to reframe their thinking and learning ○ Adhere to listening/participation norms ○ Make connections to own background/experience ○ Use active listening strategies (verbal and non-verbal actions/words) 			
Self-Reflection	Students assess <ul style="list-style-type: none"> ○ their own adherence to norms ○ their own engagement ○ the quality of their responses ○ how well they fulfilled their assigned roles within their group performance/product 			

Professional Learning Community (PLC)

Description	Student Observables
1. What do we expect students to learn?	1. Students are aware of the essential standards/learning targets/success criteria.
2. How will we know when they have learned?	2a. Students use rubrics, reflection sheets, success criteria, to self-assess their learning.
	2b. Students are provided the opportunity to demonstrate the mastery of their learning through multiple opportunities.
3. What will we do when they haven't learned it?	3. Students participate in differentiated instruction based on not meeting the learning targets (i.e. small group, individual).
4. What will we do when have learned it?	4. Students participate in extension based on the mastery of learning targets.