STEAM Look Fors: *These are the high impact instructional moves that we want to prioritize this year because we know their use will drive results for our scholars. We will work towards all of these being evident in all lessons across pathways at the Brooklyn STEAM Center.*

Look For	Details & Examples *(Danielson Alignment in parentheses)*	Planning & Preparation Steps

Conditions For Success
 	
(Classroom Environment & Instruction)
	Routines & Procedures *(2c- Managing Classroom Procedures, 3c- Engaging Students in Learning)*
	● Essential Question, daily instructional objectives/aims, professional skills that will be practiced and a clear agenda for the class period are posted each day and clear/visible to all scholars.
	● Class runs efficiently with minimal learning time lost. Clear and purposeful routines are executed for all daily classroom activities and transitions, including:
	   ○ Do Now to start class-- every scholar required to complete an activity (pencil-to-paper or on computer) within the first 15 minutes of class
	   ○ Wrap-Up to end class, through Exit Ticket and/or discussion-- scholars summarize key takeaways from the day's lesson and identify the progress they made towards mastery of both professional and technical skills
	● Scholars are invested in routines and able to lead them and articulate their rationale.
	
	Clear Expectations *(3a- Communication with Students)*
	● Teachers provide observable, concise directions for each class activity that ensure that, at every point of class, every scholar knows:
	   ○ What they should be doing-- *at no point should the expectation be to just listen/watch teacher/peer/video/presentation; scholars should always be doing*
	   ○ Why the learning activity is important/how it is connected to Essential Question
	   ○ What the criteria for success of the learning activity are and how they will be assessed on mastery of the day's objectives
	● Teachers specifically reference the professional skills that should be used during each activity and name how they should be demonstrated by students.
	
	On-Task Behavior and Positive Classroom Culture *(2a- Creating an Environment of Respect & Rapport, 2b- Culture for Learning, 2d- Management of Student Behavior)*
	● 100% of scholars are class present and on time to each class period so that they can get the full benefit of the day's lesson.
	● Teachers proactively scan the room, noticing and addressing any scholar off-task behavior, resulting in students meeting expectations with minimal redirection.
	● Teachers demonstrate high expectations for learning for all scholars.
	● All verbal and non-verbal communication between teachers and scholars and amongst scholars is respectful.
	● Teachers demonstrate knowledge and care about individual scholars' lives beyond the class and the school, reaching out to make connections including through Progress Check-Ins.
	
	Safe Learning Environment *(2e- Organizing Physical Space)*
	● Room is clean, organized and set up effectively for learning activities.
	● Physical resources, including industry equipment, are used effectively.
		❏ Team Teaching pair self-audits classroom routines, identifying any moments where learning time is lost and then re-writing (and planning to re-introduce to scholars) classroom routines to address those gaps.
		❏ Ensure that Do Now activities are printed/copied (or link is available) before class begins each period.
		❏ Set a timer to go off 15 minutes before the end of each class period to begin Wrap Up activities.
		❏ Write out the directions you'll provide for learning activities and practice them (out loud) with your co-teacher to ensure they're clear. Ask yourselves: If you were a struggling scholar, which parts would be confusing?
		❏ Set clear policy around impact of lateness on grading (i.e. loss of points from daily grade).
		❏ Take attendance at start of each class and consistently follow up with anyone who arrives late, with calls home.
		❏ Practice the redirections you'll use with off-task students.
		❏ Assign classroom jobs to support keeping the learning environment clean and organized.

| Project-Based Learning

(Planning and Preparation & Instruction) | **Narrate the Learning Arc of the Project** *(1a- Knowledge of Content and Pedagogy, 1e- Designing Coherent Instruction)*
● Each class period is launched with a "hook" to get scholars excited for the day's work.
● Teachers explicitly connect learnings from previous lessons to today's goals.
● Teachers frame how today's goals will set scholars up to successfully answer the project's EQ.

Structure Class Period through Mini-Lessons *(1e- Designing Coherent Instruction, 3e- Demonstrating Flexibility and Responsiveness)*
● Lesson plan is available, with date, and instruction is executed as planned, from bell to bell, demonstrating a clear start, middle and end of class.
● At least one mini-lesson is executed in each class period, using the I Do/We Do/You Do format-- *if the day's Instructional Objectives don't make sense to cover together in one mini-lesson, chunk the class period to complete more than one mini-lesson*
　○ I Do: Teachers introduce a new concept/skill that scholars will need to master in order to complete the project by providing a model. This should be outside of the context of the unit project, to work on that new skill in isolation.
　○ We Do: Teachers guide the class through a series of examples that allow teachers and scholars to work on the new concept/skill together.
　　■ The "We Do" activity can be structured through station rotations or other instructional protocols to process the new content.
　　■ All "We Do" activities should end with a discussion around scholar takeaways to confirm they are ready to be successful in the "You Do".
　○ You Do: Teachers release students to work on a "try it on" activity on their own aligned to the same content modeled and practiced together in the "We Do."
● After the day's mini-lesson(s) are complete, teachers provide the students work time to apply the new skill(s) mastered into the unit project. This is often done in project groups.

Monitor Scholar Progress *(3d- Using Assessment in Instruction, 1f- Designing Student Assessments)*
● During both the "You Do" of the mini-lesson(s) and the project work time, teachers track the progress that scholars are making by:
　○ Asking Check For Understanding questions that are designed to identify any scholar who is "stuck" and <u>why</u> they are struggling
　○ Providing content-specific feedback (both praise and constructive) to scholars (ideally from both teacher and peers) to support scholars to increase the quality of their work and close gaps in understanding
　○ Pushing students to revise and improve their work based on feedback
● Based on data gathered while monitoring progress, teachers bring the whole class OR a small group of scholars who are struggling in the same way back together mid-work time to close gaps in understanding, following this structure:
　○ "Here's what I'm noticing in your work… "
　○ "Let me demonstrate a new strategy…"
　○ "Now apply that. As I observe your work, I hope to see… " | ❏ Build all projects around inquiry into a provocative Essential Question that sparks curiosity in scholars and drives their learning. EQs should:
　- align to industry-relevant content knowledge/skills
　- require mastery of both new content and original student thinking
　- be open-ended, involving either multiple solutions or multiple paths to the solution
　- require students to use the tools, techniques and technologies used in the industry
● Chunk the project into a series of milestones-- when scholars have completed all the milestones, they'll be ready to answer the Essential Question
● List all of the concepts that students will need to grapple with to achieve each milestone; chunk these into a topic for each day.
● Write 2-4 Instructional Objectives (using the SMART Goals format) around each day's topics.
● Create a detailed lesson plan that outlines the learning activities that will support scholars to achieve the day's instructional objectives.
● Anticipate likely scholar misconceptions and the feedback you'll provide if you see evidence of those misconceptions |

| Scholar Engagement (Instruction) | **Intellectual Engagement** *(3c- Engaging Students in Learning)*
● Scholars are actively "working" rather than watching while their teacher or a peer "work."
● Scholars are pushed to refine and elaborate on their ideas without the teacher jumping in to ask leading questions or "round up" scholar answers.
● In each class period, there is more student voice heard than teacher voice.

Push For the Why *(3c- Engaging Students in Learning, 1e- Designing Coherent Instruction)*
● Activities that scholars are asked to complete require higher-order thinking skills (application, analysis, synthesis, evaluation) and invite students to explain their thinking.
● Students pushed to regularly reflect on their work, zooming out from the learning activity they're working on to articulate the bigger picture "why":
  ○ How is this activity helping me master technical and professional skills?
  ○ How are these skills connected to the Essential Question for this project?
  ○ How is this project connected to workforce readiness?

Questioning & Discussion *(3b- Using Questioning and Discussion Techniques)*
● Teachers ask precisely crafted questions to a range of scholars in the room that drive towards key ideas of the lesson and invite scholars to engage in deep critical thinking.
● Teachers facilitate rigorous discussion that drives toward the lesson objective, stepping out of the central, mediating role and intervening minimally. Scholars are pushed to respond directly to one another.
● Teachers and peers encourage any scholar who is passively or actively disengaged from discussion to participate.

Independent Curiosity, Agency and Investment *(3c- Engaging Students in Learning, 3d- Using Assessment in Instruction)*
● In initial days of project, teachers push for scholars to answer: "What are all the things you'll need to know in order to effectively answer this Essential Question?" to build investment in the content of all mini-lessons.
● Activities are designed to make the content relevant to scholars and allow for them to exercise choice, resulting in high levels of student enthusiasm and interest.
● Scholars are highly motivated to work on all tasks and persistent even when the tasks are challenging. Scholars show investment in the outcome of the day's work and the overall project.
● Lesson materials are designed to allow scholars to move fluidly between tasks without needing teacher support or direction.
● Scholars assess their own work against established criteria and ask their peers for feedback. | ❏ For each learning activity, teachers ask themselves while planning:
  - What would it look like for my scholars to be deeply engaged at this point of class?
  - Do the directions I'm providing set the scholars up to meet that bar of engagement?
  - What are the critical thinking skills we're asking scholars to use during this activity?
❏ Write out the questions you will ask, revising them to confirm they push for higher-order thinking skills (application, analysis, synthesis, evaluation) rather than just memorizing/showing basic understanding of knowledge.
  - For each question, write out the exemplar response you'd like to hear from a scholar
  - Design prompts you might use to push scholar thinking if they don't come up with exemplar response
❏ Build in structured opportunities in each lesson for metacognition, having scholars self-assess, peer-assess and reflect individually and with others
❏ Plan the specific outreach you'll do with individual scholars who struggle to show enthusiasm for the content, helping them to see the connections between the content and their interests/ambitions |

Differentiation (Planning and Preparation)	**Planned Supports & Scaffolds** *(1b- Demonstrating Knowledge of Students)* ● Teacher offers appropriate scaffolds that will allow material to be appropriately challenging to all students, including extension activities for students who finish early and a planned list of specific scholars who will require 1:1 support. ● Learning activities provide entry points to content for scholars with multiple learning modalities, including visual supports around the room and information presented in auditory, kinesthetic and tactile ways. ● Teachers support English Language Learners and any student with significant language-based learning disabilities by providing graphic organizers, chunked texts and/or sentence frames. ● Teachers provide all accommodations required by IEP or 504 Plan consistently-- i.e. headphones, ability to sit in a separate location, extra time. **Scholar Grouping** *(1e- Design of Coherent Instruction)* ● Teacher groups students thoughtfully, considering whether it will be most useful to group scholars with similar needs together and provide leveled supports or whether it will be most productive to group students with a range of needs together so that advanced scholars can support their peers.	❏ Read the IEPs of any student in your pathway who has one ❏ Observe learning styles and needs and keep track of who benefits from which types of scaffolds ❏ Anticipate which students will need additional support or scaffolds based on IEPs, learning profiles and previous data that tells you they might finish too quickly or work more slowly than peers ❏ Reach out to an instructional leader for support if you are struggling to design appropriate scaffolds
Effective Team Teaching (Classroom Environment, Planning and Preparation & Instruction)	**Act as a Cohesive, Unified Team** *(1a- Knowledge of Content and Pedagogy, 1e- Designing Coherent Instruction, 2a- Creating an Environment of Respect & Rapport)* ● Each lesson shows evidence of coherent co-planning. Teachers demonstrate a shared understanding of the goals for the class period and the overall project and how all activities in the class period will be executed to drive toward those goals. Both teachers are able to respond effectively to student questions. ● Teachers demonstrate strong mid-class communication, shown through holding several very quick "huddles" that don't interrupt the flow of the class period for students but allow teachers to make real-time adjustments to instruction. ● Teachers show shared expectations for students and each other. ● Teachers balance efficiency (sharing tasks) and shared expertise (of curriculum, students, data). **Power of Two**-- for each element of class listed below, teacher impact should be doubled by having two teachers in the room *(3d- Using Assessment in Instruction, 1b- Demonstrating Knowledge of Students)* ● Awareness of what progress each scholar has made in the project and where s/he needs to be pushed/supported ● Knowing your students, their learning profiles, their individual interests and their special needs ● Ability to be nimble during lesson and make real-time adjustments based on student learning ● Maintaining high levels of on-task behavior and ability to be aware of and effectively address any off-task behavior	❏ Map out the role each teacher will play during each part of class. Options include: - one teach/one assist - one teach/one support individual students - parallel teaching (divide class into two smaller groups, each working on the same topic) - alternate teaching (divide class into two smaller groups, each working on a different topic) - station teaching (small groups rotate through stations, with teachers remaining at one station throughout period)

Teacher Evaluation: If all Look Fors are consistently present in the classroom, you will have shown the Critical Attributes for all Danielson Rubric rows that are included in the evaluation at minimum at the Effective level.

	Effective	Highly Effective
1a-- Knowledge of Content & Pedagogy	❏ The teacher can identify important concepts of the discipline and their relationships to one another. ❏ The teacher provides clear explanations of the content. ❏ The teacher answers students' questions accurately and provides feedback that furthers their learning. ❏ Instructional strategies in unit and lesson plans are entirely suitable to the content.	❏ The teacher cites intra- and interdisciplinary content relationships. ❏ The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. ❏ The teacher's plans reflect recent developments in content-related pedagogy.
1e-- Design of Coherent Instruction	❏ Learning activities are matched to instructional outcomes. ❏ Activities provide opportunity for higher level thinking. ❏ The teacher provides a variety of appropriately challenging materials and resources. ❏ Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. ❏ The plan for the lesson or unit is well structured, with reasonable time allocations.	❏ Activities permit student choice. ❏ Learning experiences connect to other disciplines. ❏ The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. ❏ Lesson plans differentiate for individual student needs.
2a-- Respect & Rapport	❏ Talk between the teacher and students and among students is uniformly respectful. ❏ The teacher successfully responds to disrespectful behavior among students. ❏ Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. ❏ The teacher makes general connections with individual students. ❏ Students exhibit respect for the teacher.	❏ The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. ❏ There is no disrespectful behavior among students. ❏ When necessary, students respectfully correct one another. ❏ Students participate without fear of put-downs or ridicule from either the teacher or other students. ❏ The teacher respects and encourages students' efforts.
2d-- Managing Student Behavior	❏ Standards of conduct appear to have been established and implemented successfully. ❏ Overall, student behavior is generally appropriate. ❏ The teacher frequently monitors student behavior. ❏ The teacher's response to student misbehavior is effective.	❏ Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. ❏ The teacher silently and subtly monitors student behavior. ❏ Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
3b-- Questioning & Discussion	❏ The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	❏ Students initiate higher-order questions. ❏ The teacher builds on and uses student responses to

	❏ The teacher makes effective use of wait time. ❏ Discussions enable students to talk to one another without ongoing mediation by teacher. ❏ The teacher calls on most students, even those who don't initially volunteer. ❏ Many students actively engage in the discussion. ❏ The teacher asks students to justify their reasoning, and most attempt to do so.	questions in order to deepen student understanding. ❏ Students extend the discussion, enriching it. ❏ Students invite comments from their classmates during a discussion and challenge one another's thinking. ❏ Virtually all students are engaged in the discussion.
3c-- Engaging Students in Learning	❏ Most students are intellectually engaged in the lesson. ❏ Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. ❏ Students are invited to explain their thinking as part of completing tasks. ❏ Materials and resources support the learning goals and require intellectual engagement, as appropriate. ❏ The pacing of the lesson provides students the time needed to be intellectually engaged. ❏ The teacher uses groupings that are suitable to the lesson activities.	❏ Virtually all students are intellectually engaged in the lesson. ❏ Lesson activities require high- level student thinking and explanations of their thinking. ❏ Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. ❏ Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
3d-- Using Assessment in Instruction	❏ The teacher makes the standards of high-quality work clear to students. ❏ The teacher elicits evidence of student understanding. ❏ Students are invited to assess their own work and make improvements; most of them do so. ❏ Feedback includes specific and timely guidance, at least for groups of students.	❏ Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. ❏ The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. ❏ Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. ❏ High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

2019-20 STEAM School-Wide Goals	Which of our Look Fors supports this goal?
BE KNOWN 1 Progress Check-In per student per month	- Conditions For Success *(consistent routines ensures time is available for check-ins)* - Project-Based Learning *(monitoring scholar progress will allow you to give effective feedback in check-ins)* - Effective Team Teaching *(strong communication ensures your co-teacher can drive instruction while you hold check-ins)* - Differentiation *(the better you know each student's learning profile, the more effective your check-ins will be)*
BE READY 3 Professional Skills Mastered	- Conditions For Success *(when you provide clear expectations for each activity that include which professional skills should be demonstrated during that activity, students have opportunities for mastery)* - Project-Based Learning *(when you intentionally plan in the connection of professional skills into each project component, students will have more exposure/opportunity to master)* - Scholar Engagement *(when you push students to "zoom out" to reflect on how they've demonstrated professional skills, they'll move towards mastery)*
BE READY 5 Work-Based Learning Experiences	- Deep Cognitive Engagement *(the more students are pushed to articulate the industry-relevance of the projects they're completing and to use their voices effectively, the more prepared they will be for the workplace, the interview process for internships and the opportunity to show agency and ask for the learning experiences they need)*
BE PRESENT 90% Attendance	- Conditions For Success *(when there are clear expectations for timeliness and key elements of class that will negatively impact their grades if missed, and when there's consistent follow-up with students who are absent/late, more students will be on time)* - Scholar Engagement *(the more invested students are in their work, the more motivation they have to be here every day on time)*
BE CERTIFIED 100% Industry Certification	- Scholar Engagement *(the more deeply students engage with the content and the "why" behind the projects, the more technical skills they will master)* - Effective Team Teaching *(the more strategic we are about the use of each teacher's time, the more efficiently we'll move all students to mastery of technical skills)*