

APPENDIX G- ACT

Shared Practice Scenario Stations

Co-assessing Student Work

1. You have helped team members share practice by having them co-assess student work. The learning team identified common criteria for assessment, and agreed upon exemplars for levels 1- 4. Team members assessed the work of their students based on criteria/exemplars.

What types of follow-up would facilitate continued shared practice and educator learning and meet emerging student needs?

Peer Observation

3. Each member of the learning team that you facilitate will have an opportunity to visit a teacher colleague to observe a lesson.

What suggestions do you have (pre, during and post peer observation) for the team of teacher observers so that they make the most of the opportunity and have something to 'take back' to their own classrooms?

*Co-teaching**

2. You have helped initiate a structure that facilitates co-teaching (e.g., two teachers - subject teacher and special education teacher, literacy coach or ELL resource teacher - work together to teach the same subject to a single class with varied groupings and strategies).

What suggestions do you have (pre, during and post co-teaching) to ensure that teachers learn through shared practice and that student needs are met?

**pairs of teachers contributing their professional expertise to support each other's practice*

Marker Students/Targeted Groups

4. Each member of your learning team has selected 3 students who typically underachieve and are disengaged. Each teacher has implemented a differentiated approach to instruction and is at the mid-point of the teaching unit.

What follow-up would you suggest to promote teacher learning and facilitate mid-unit instructional adjustments to help each student achieve?

