



Scholar Classroom Progression Benchmarks

Step 1: Site orientation

- In the school: Where are the bathrooms, break room, and coke machine?
- In the classroom: Where are the substitute folder, and?
- Who are the key people in the school? Roles of support people at school site including community resource person, etc (CSDC)
- Roles of class, school, district, community in school life.

Step 2: Observe and Learn

- Observations of mentor teacher and other teachers- Seminar topic: How to observe effectively?
- Reflections logs (lessons, Student Study Teams, Individualized Education Plans, staff meeting/professional development, school calendar, events)
- Collect, read, and discuss research on specific strategies
- Food for thought: What are my goals for this week? What are the anticipated obstacles and possible solutions? Questions to ask later?
- Areas to look for: wait time, questioning skills, answering questions, diversions, how not to get in an argument, proximity, etc.
- How to create a positive learning environment
- What does authentic engagement look like?

Step 3: Individual and small-group work

Work with small groups and one-on-one

- What specifically would they do?
- Differentiate for the group they work with. Flexibility
- Work on how to question vs. telling the answer
- No helpless hand raisers
- Visual Instruction Plans
- AVID tutor training- maybe get an outline of the training
We need a form(s) for evidence here.

Step 4: Co-teach and co-plan

Co-teach and co-plan lessons- build capacity in teaching and planning lessons.

- Start by teaching specific small parts of a lesson- something not too threatening. Possibly:
 - Answering homework questions
 - A review session
 - In science do a demonstration- build capacity in teaching and planning lessons.



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Step 5: Lesson Planning

Co-plan lessons.

- Use of UBD- backwards planning
- Strategies and approaches:
 - Differentiation
 - Learning styles
 - Manipulatives
 - Discovery
 - Guided inquiry (this should be a continuation of the small group work)
- How to check for understanding- monitoring. Beginning of formative assessment
- Use the five days of lessons created by Mary Lou and the BTSA people as models.
- Template: New Teacher Academy template is one possible template.
- How to modify a lesson when it is not working
- How to time your lesson appropriately.

Step 6: Assessment

- Look at model assessments.
- Select one learning target and create an assessment for that before teaching material.
- Look at evidence of learning, How to tell whether students “got” it.
- One aspect of classroom management- use evidence of learning- kids who know where they stand and how to succeed in a class are less disruptive.
- Using data of and for learning (types of assessment/rubric)
- Proficiency and standards-based grading needs to be addressed.
- Multiple measures, variety of assessment types.

Step 7: Unit Development

- Unit Development – putting together a full UbD unit
- Calendars for long term planning
- Look at how days get “lost”
- How to get everything accomplished in a year
- How to plan around grading cycles

Step 8: Teach lessons

Scholars teach lessons from their unit, with mentor teacher in room

- Lesson delivery strategies
- Immediately debrief conferences
- Need template for debriefing.