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| **Disciplinary Reading**  **Proposed Learning Targets** |
| **I can learn how to regularly model reading strategies in order to help students see what actions readers take in my discipline.** |
| **I can develop structures to teach students how to apply reading strategies in my discipline. (i.e. text structures, annotation, visualization, reader response, etc.)** |
| **I can locate and adapt reading material for modified reading levels.** |
| **I can provide effective and timely feedback that promotes student growth.** |

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| **Disciplinary Writing**  **Proposed Learning Targets** |
| **I can give students writing opportunities for a multitude of purposes (i.e. reflection, mastery of content, questioning discipline).** |
| **I can provide scaffolds to improve students’ disciplinary writing.** |
| **I can learn how to regularly model writing in order to help students see what actions writers take in my discipline.** |
| **I can provide effective and timely feedback that promotes student growth.** |

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| **Student-to-Student Collaboration**  **Proposed Learning Targets** |
| **I can regularly implement collaborative structures that maintain positive interdependence and individual accountability.** |
| **I can create a safe learning environment that promotes collaboration among students, in both virtual and physical spaces.** |
| **I can differentiate collaborative tasks to meet the needs of diverse learners.** |
| **I can provide effective and timely feedback that promotes student growth.** |

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| **Student-Led Engagement**  **Proposed Learning Targets** |
| **I can create authentic learning opportunities for students in order to increase student engagement.** |
| **I can monitor student-led time and implement strategies to ensure the quality and frequency of accountable talk (turn and talk, sentence frames, talk moves, etc).** |
| **I can locate, adapt, and create resources which allow students to choose process, product, topic and/or text.** |
| **I can provide effective and timely feedback that promotes student growth.** |

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| **Inquiry-Based Learning Opportunities**  **Proposed Learning Targets** |
| **I can use authentic learning opportunities to teach communication and collaboration skills while deepening students’ understanding of my content.** |
| **I can facilitate students’ investigation of open-ended questions.** |
| **I can support students in exploring and communicating new understandings throughout the inquiry process.** |
| **I can provide effective and timely feedback that promotes student growth.** |