

Strategy Selection Reference Sheet

ILC 10/24/18

Strategy: Observation Charts	
What I would see:	What I would hear:
☐ Content matching standard/prioritized need ☐ Students in groups/partner at the posters ☐ Students writing on the posters (In their color) ☐ Teacher: - Listening to students - Asking guiding questions - Possibly taking anecdotal notes ☐ Interesting/Intriguing pictures or text ☐ No more than 5 pictures on a poster	☐ Kids talking, staying on topic ☐ Asking questions ☐ Making connections to background knowledge
Strategy: Graphic Organizers	
What I would see:	What I would hear:
☐ Content matching standard/prioritized need ☐ Organizer is right for the content being presented ☐ Evidence of gradual release ☐ Students information from graphic organizer in writing ☐ Color coding on graphic organizer ☐ Possible sentence frames to match organizer content/language	☐ Students using language from graphic organizer to discuss learning ☐ Teachers referencing organizer language ☐ Students using sentence frames tied to organizer
Strategy: Nonlinguistic Representation	
What I would see:	What I would hear:
☐ Teacher modeling using sketches, color coding, movement, and graphics to organize content and thinking. ☐ Room is full of pictures, charts, sketches, etc. ☐ Students are engaged in creating images or bringing learning to life	☐ Students explaining their thinking. ☐ Teachers using guiding questions to help students to expand their representations ☐ Student's sharing
Strategy: Color Coding	
What I would see:	What I would hear:
☐ Content matches standard/Prioritized need. NOT colorful to be cute, colorful to serve a purpose ☐ Color serves as a graphic organizer ☐ Linked information is color coded the same ☐ Color serves as a scaffold ☐ Coding is consistent (ie. Red is always conclusion)	☐ Teachers/Students able to reference the color as a scaffold ☐ Students able to describe WHY content is color coded the way it is

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Strategy: Examples and Non-Examples	
What I would see:	What I would hear:
☐ Content matches standard/Prioritized need. ☐ Examples allow students to generate expectations/rules ☐ Sets of examples, multiple ☐ Sets of non-examples, multiple ☐ Students doing the heavy lifting on this, NOT the teacher defining the example/Non example	☐ Students negotiating for meaning-questioning, ☐ Adding examples and details
Strategy: Input Charts	
What I would see:	What I would hear:
☐ Content matches standard/Prioritized need. ☐ Color Coding ☐ Color drawn over pencil ☐ Students up close while teacher creates it, NOT at their desks ☐ A visual that aids in comprehension ☐ Remains on the wall ☐ Possible sticky notes to show evidence of reviewing the chart with students	☐ Students turning and talking intermittently ☐ Teacher talking through chunks of learning while drawing/writing ☐ Possible - students adding to the chart with words/Sketches
Strategy: Cooperative Strip Paragraph	
What I would see:	What I would hear:
☐ Content matches standard/Prioritized need ☐ Students working in teams to generate sentences in their team's colored pen ☐ Sentences placed in a pocket chart ☐ Students up close to help revise and edit the paragraph. <i>(But not for too long)</i> ☐ Teacher using a black pen to make corrections at the suggestion of the students	☐ Students generating ideas with team and partner ☐ Students making suggestions to the group while revising ☐ Students identifying spelling and punctuation errors ☐ Teacher using guiding questions to facilitate discussion
Strategy: Other	
What I would see:	What I would hear:
☐ ☐ ☐	☐ ☐ ☐

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