

Table 6.4. Teacher Next Steps Inventory

Teacher	Strengths	Areas of Improvement	Next Steps
<p>A.M.—Social Studies (fifteen years experience)</p>	<ul style="list-style-type: none"> • Assignment for day posted • Essential question posted • Lesson plan—outline of period activities • Student work posted (changed regularly) • Step Up to Writing implemented with fidelity • Beginnings of a leveled resource library • Meeting space created 	<ul style="list-style-type: none"> • Post purpose with learning target daily • Lesson plans with clear learning target, minilesson, and independent activities for each class • Rework minilecture to become minilesson with modeling • Create opportunities for students to talk and respond to each other • Post rubrics with student work 	<ul style="list-style-type: none"> • Review daily lesson plans with feedback weekly—focus on learning target and minilesson script (with modeling) • Attend monthly student engagement professional development seminars—peer observation with feedback on implementation of seminar strategies
<p>J.B.—Language Arts (one year experience)</p>	<ul style="list-style-type: none"> • Clear purpose statement with essential question and learning target • Leveled library sorted by genre with student recommendations • Minilessons with modeling • Lots of turn-and-talk attempts • Transitions to independent work time efficient 	<ul style="list-style-type: none"> • All student-to-student talk teacher generated • Provide students with more opportunities to respond to each other’s thinking • Relate learning targets more clearly to state standards and a college-going trajectory 	<ul style="list-style-type: none"> • Refer to standards for each lesson in lesson plans • Script a few talkworthy prompts for each lesson • Focus minilessons specifically on student discourse—for example, how to extend a conversation, how to respond to peer thinking • Focus coaching cycles specifically on releasing discourse to students • Attend monthly student engagement professional development seminars—peer observation with feedback on implementation of seminar strategies

Teacher	Strengths	Areas of Improvement	Next Steps
<p>H.C.—Math (department chair, ten years experience)</p>	<ul style="list-style-type: none"> • Daily agenda (activities), problem sets, and homework clearly posted • Lots of enthusiasm and teacher talk when reviewing homework and problems • Very active in tutoring students during work time; focused on helping them get right answer • Always willing to help students at lunch and after school 	<ul style="list-style-type: none"> • Develop purpose statements with learning targets daily • Give students opportunities throughout the period to think and share thinking with peers • Student seating conducive to talking with each other • Student conferring as formative assessment rather than just helping to get an answer 	<ul style="list-style-type: none"> • Post purpose statements with learning targets daily • Create a meeting space and table groups for student seating • Attend monthly student engagement professional development seminars—peer observation with feedback on implementation of seminar strategies