

## **Planning for your 1st Interview**

Be prepared to talk about the following questions and topics

### **Topics**

- Classroom / Group of Students
- Your knowledge of the students and how you attained that knowledge, such as talents, assets, deficiencies, interests, and learning styles
- The essential standard you chose and why it cognitively complex and engaging to students
- Student and family considerations

### **Questions You May Be Asked**

- What observations or data helped you decide your student group or classroom?
- What do you know about this group of students? What assets do they possess that informed your decision? How did you find out about their interests?
- What influenced your decision to select this standard to measure within this unit of study? Did students have input?
- In what ways is this standard cognitively challenging to this group of students?
- How did you include student and family input so that there is a high level of interest and engagement?
- What formative and summative assessments are you using to measure student growth along the way and as an end of unit summative assessment?
- Is there student choice involved in this assessment?

Please refer to the OSPI SGG Rubrics for Guidance for further information

## **Planning for your Post-Unit of Study Interview**

Be prepared to talk about the following questions and topics

### **Topics**

- Formative and summative assessment results, patterns and trends
- Student engagement levels
- Students monitoring their own progress
- Student feedback on their experiences
- Adjustments you made or will make

### **Questions You May Be Asked**

- In what ways will you use the assessment results to adjust instruction moving forward?
- What patterns or trends did you notice?
- How did students monitor their own progress and learning along the way?
- What did students say in response to their assessment results?
- Did students find the learning interesting, emotionally engaging?
- What examples are there of students taking on ownership of their learning?
- What tools or strategies did you use to gather feedback from students and/or families on their experience of the learning?
- What are your next steps?

Please refer to the OSPI SGG Rubrics for Guidance for further information

## Unpacking Your Standard A Tool for Your PLC Work

To Unpack a Standard:

- Circle the Verbs
- Underline the Nouns/Content
- List the knowledge and skills needed in the columns

RI.6.2 Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgment

Verbs: determine, provide

Nouns: idea, details, summary, text, opinions, judgment

Knowledge	Skills	Possible Assessment
What a central idea is What key details are in a text What the components are in a written summary of a text What a personal opinion or judgment is	Determining a central idea in a text and the details that support it  Writing or verbalizing a summary of a text without using opinions or judgments	The students will read two opinion texts on the topic of cell phone use in the classroom and write a paragraph that determines the differences in each writer's central idea and supporting details  The student will read two opinion texts on the topic of cell phone use in the classroom and write a paragraph that provides a verbal or written summary of each writer's point without embedding personal opinions of their own.

- Circle the Verbs
- Underline the Nouns/Content
- List the knowledge and skills needed in the columns

Standard:		
Knowledge	Skills	Possible Assessment