

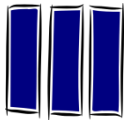
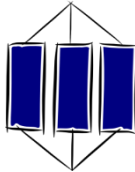
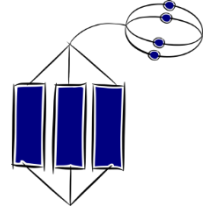


Accelerating the Progress of Priority Learners:

SOLO					
<p>Priority Learners Rubric</p> <ul style="list-style-type: none"> - This Rubric was developed by all teachers at Maungaturoto School on our Teacher Only Day Term 1 2014. 	<p>I need help / guidance to define best teaching strategies for Priority Learners.</p> <ul style="list-style-type: none"> - <i>No teaching strategies other than whole class teaching.</i> - <i>Does not use assessment data to identify priority learners.</i> 	<p>I can identify one key teaching strategy to use with the Priority Learners within my class.</p> <ul style="list-style-type: none"> - <i>Rely on strategies such as whole - class teaching, cross grouping.</i> - <i>Rely on the teacher aide to deliver teaching strategies.</i> 	<p>I can list and describe several effective teaching strategies to use with the Priority Learners within my class.</p> <ul style="list-style-type: none"> - <i>Uses assessment data well to identify those students who need accelerated learning.</i> - <i>Begins to identify learning priorities for priority learners.</i> - <i>Teaching is becoming responsive to the learning needs of students.</i> 	<p>I can apply, compare, and justify the use of several effective teaching practices to use with the Priority Learners within my class.</p> <ul style="list-style-type: none"> - <i>Is proactive in identifying teaching skills that need to be developed.</i> - <i>Deliberate in teaching choices to ensure students develop the specific literacy and numeracy skills / knowledge that they require.</i> - <i>Follows teaching as inquiry cycle of teaching and learning by using assessment data to review the impact of teaching and change teaching strategies as necessary.</i> 	<p>I have deep knowledge and understanding of a range of effective teaching practices, and I know why, when and how to implement each strategy. I am able to reflect, evaluate, and modify these strategies to continually meet the needs of all priority learners.</p> <ul style="list-style-type: none"> - <i>Understands and articulates how well your teaching practices are contributing to student progress.</i> - <i>Responsive planning occurs for individuals and groups of students.</i> - <i>Can effectively model successful approaches/strategies.</i> - <i>Not satisfied with a 'business as usual' approach and are constantly looking for new and more effective ways of accelerating students' progress.</i>
<p>Effective Strategies</p>	<p><i>A support and guidance programme may be necessary to help the teacher progress. (E.g. weekly mentoring meetings with Principal / leadership team to help develop effective systems for identifying and catering for priority learners e.g. teacher planning, class observations.</i></p>		<p><i>The teacher may be buddied up with another teacher to help deepen their knowledge and understanding of effective teaching strategies.</i></p>	<p><i>The teacher is proactive in identifying and planning next steps for their priority learners.</i></p>	<p><i>The teacher is highly reflective and very competent identifying and accelerating student progress. The teacher demonstrates high levels of teaching as inquiry.</i></p>