

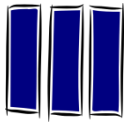
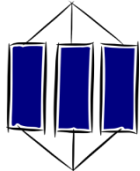
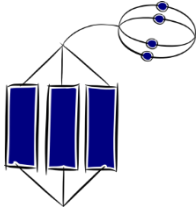


SOLO – Teacher Inquiry into SOLO Taxonomy:

SOLO					
<p>SOLO Inquiry DRAFT Rubric</p> <ul style="list-style-type: none"> - This Rubric will be trialled during term 3 & 4 2013. - The Rubric will be reviewed during term 4 and amendments will be made as a result of the review. <p><i>Teachers may use any e-learning format they wish to record their SOLO learning e.g. google doc, digital portfolio.</i></p> <p><i>Evidence of the teacher inquiry may include photo images, video clips, student voice, teacher evaluation.</i></p>	<p>I cannot identify e-learning tools and I rely on help and need to be directed to use e-learning as a tool to record my teacher inquiry journey.</p> <p>I cannot / have not reflected upon SOLO stages for learning i.e.</p> <ul style="list-style-type: none"> • describe and show examples of what each stage means / may look like in teaching & learning programmes. • create SOLO rubrics for / with my students to show how learning intentions relate to the SOLO stages. <p>I cannot identify any changes in my teaching as a result of inquiring into SOLO. I cannot measure the impact SOLO has had on had on teaching & learning.</p>	<p>I can describe /use one example of e-learning as a tool to record my teacher inquiry journey if I am shown.</p> <p>I need prompting to reflect upon SOLO stages for learning i.e.</p> <ul style="list-style-type: none"> • describe and show examples of what each stage means / may look like in teaching & learning programmes . • create SOLO rubrics for / with my students to show how learning intentions relate to the SOLO stages. <p>I can identify one or two changes in my teaching as a result of inquiring into SOLO. I am still unsure about the impact SOLO has had on teaching & learning.</p>	<p>I am aware of a variety of e-learning tools to help me record my teacher inquiry however I am still not certain / confident which tools are the best and how they can best be used.</p> <p>I am able to reflect upon SOLO stages for learning i.e.</p> <ul style="list-style-type: none"> • I can briefly explain and show some examples of what each stage means / may look like in teaching & learning programmes . • I can create a SOLO rubric for / with my students to show how learning intentions relate to the SOLO stages. <p>I can describe several changes in my teaching as a result of inquiring into SOLO . I can describe the impact SOLO has had on teaching & learning.</p>	<p>I am confident using e-learning tools to help me record my teacher inquiry and I can explain why have used a particular tool i.e. purpose.</p> <p>I can confidently reflect upon SOLO stages for learning i.e.</p> <ul style="list-style-type: none"> • I can clearly explain and show some examples of what each stage means / may look like in teaching & learning programmes . • I can create and analyse a SOLO rubric for / with my students to show how learning intentions relate to the SOLO stages. <p>I can apply and compare changes in my teaching as a result of inquiring into SOLO. I can analyse the impact SOLO has had on teaching & learning.</p>	<p>I can evaluate the effectiveness of each e-learning tool. I share my knowledge of e-learning tools and seek opportunities to help others record their teacher inquiry journey.</p> <p>I can confidently reflect upon and evaluate the SOLO stages for learning i.e.</p> <ul style="list-style-type: none"> • I can clearly explain and critique examples of what each stage means / may look like in teaching & learning programmes . • I can create, analyse, and evaluate a SOLO rubric for / with my students to show how learning intentions relate to the SOLO stages. <p>I can evaluate and reflect upon changes in my teaching as a result of inquiring into SOLO. I can analyse and evaluate and clearly show the impact SOLO has had on teaching & learning.</p>
<p>Effective Strategies</p>	<p><i>A support and guidance programme may be necessary to help the teacher progress with our school-wide Professional Goal.(E.g. weekly meetings with Principal / SOLO enthusiasts to review SOLO content from staff PD).</i></p>		<p><i>The teacher may be buddied up with another teacher to help deepen their understanding of SOLO. The teacher is becoming familiar with the process of teacher inquiry.</i></p>	<p><i>The teacher is confident with the process of teacher inquiry.</i></p>	<p><i>The teacher is highly reflective within their inquiry into SOLO Taxonomy and makes on-going adjustments to their teaching as a result of their learning.</i></p>

