

## Reflecting on *Wit & Wisdom*® Implementation

Focus Area for Reflection	Questions for <i>Wit &amp; Wisdom</i> Reflection	Evidence and Reflections
Knowledge Building	<ul style="list-style-type: none"> <li>▪ What growth did I observe in students' knowledge?</li> <li>▪ What did I observe, or what evidence did I collect on students' increased knowledge of the module topics?</li> <li>▪ How did I build my own knowledge of module topics and how did my knowledge influence students' knowledge?</li> <li>▪ How did I generate enthusiasm and engagement for module topics and how did my engagement influence students?</li> <li>▪ What did I do to support students' knowledge building?</li> <li>▪ What improvements might I make to better support students' knowledge building?</li> </ul>	

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<p style="text-align: center;">Inquiry</p>	<ul style="list-style-type: none"> <li>▪ How did I use the curriculum’s questions—the Essential Questions, Focusing Questions, Content Framing Questions, and Craft Questions—to engage students and provide a roadmap for learning?</li> <li>▪ How might I more effectively use the curriculum’s questions?</li> <li>▪ What skills of evaluating sources and textual evidence did students gain? How do I know?</li> <li>▪ What approaches might I keep, stop, or start to help students better select relevant textual evidence and choose valid, reliable sources?</li> </ul>	
<p style="text-align: center;">Complex Texts</p>	<ul style="list-style-type: none"> <li>▪ Did <i>all</i> students read the modules’ complex texts?               <ul style="list-style-type: none"> <li>○ If so, how did I support their reading? How did I decide when to provide and when to remove supports?</li> <li>○ If not, what was the effect on their learning of grade-level knowledge and skills?</li> </ul> </li> <li>▪ What might I adjust to ensure all students read the modules’ complex texts?</li> </ul>	

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<p>Reading</p>	<ul style="list-style-type: none"> <li>▪ What growth did I observe in students' reading?</li> <li>▪ How did the Content Stages guide students' reading?</li> <li>▪ Which Content Stages do I feel most comfortable teaching and why?</li> <li>▪ Which Content Stages do I feel least comfortable teaching and why?</li> <li>▪ What areas of the Content Stages were challenging for students or me and how might I address those challenges?</li> <li>▪ What improvements might I make to my reading instruction?</li> </ul>	

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<p>Writing</p>	<ul style="list-style-type: none"> <li>▪ What growth did I observe in students' writing?</li> <li>▪ Which of the Craft Stages do I feel most comfortable teaching and why?</li> <li>▪ Which of the Craft Stages do I feel least comfortable teaching and why?</li> <li>▪ What writing skills do I feel most comfortable modeling and teaching? Why?</li> <li>▪ Which writing skills do I feel least comfortable modeling and teaching? Why?</li> <li>▪ Which approaches to writing instruction (e.g., analyzing text exemplars, using writing models, drafting with graphic organizers) were most effective with students?</li> <li>▪ What improvements might I make to my writing instruction?</li> </ul>	
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> <li>▪ What growth did I observe in students' speaking and listening?</li> <li>▪ What went well with speaking and listening instruction?</li> <li>▪ What improvements might I make to speaking and listening instruction?</li> <li>▪ What might I keep, stop, or start to engage students productively in student-led Socratic Seminars?</li> </ul>	

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Vocabulary	<ul style="list-style-type: none"> <li>▪ What growth did I observe in students' vocabulary acquisition?</li> <li>▪ What vocabulary acquisition strategies did students gain?</li> <li>▪ What vocabulary learning skills might be a focus for future instruction?</li> <li>▪ How well did I incorporate both implicit and explicit word learning in instruction?</li> <li>▪ Did I teach Deep Dives? If not, how might I make time for that instruction?</li> <li>▪ What approaches to vocabulary instruction will I keep, stop, or start?</li> </ul>	
Style and Conventions	<ul style="list-style-type: none"> <li>▪ What growth did I observe in students' use of language conventions?</li> <li>▪ Did I teach Deep Dives? If not, how might I make time for that instruction?</li> <li>▪ What went well with style and conventions instruction and how do I know this was successful?</li> <li>▪ What improvements might I make to style and conventions instruction?</li> </ul>	

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Fluency	<ul style="list-style-type: none"> <li>▪ What growth did I observe in students' fluency?</li> <li>▪ Which students seemed to benefit most from fluency instruction?</li> <li>▪ What went well with fluency instruction and how do I know?</li> <li>▪ What approaches seemed most effective in improving students' fluency?</li> <li>▪ What improvements might I make to fluency instruction?</li> <li>▪ How might I engage families more in supporting fluency skill acquisition?</li> </ul>	
Assessment	<ul style="list-style-type: none"> <li>▪ Did I adequately test-drive assessments, writing my own responses to better understand the expectations for students' knowledge and skills?                             <ul style="list-style-type: none"> <li>○ If so, how did this support instruction?</li> <li>○ If not, how might doing so support instruction next year?</li> </ul> </li> <li>▪ How did I use the daily Checks for Understanding to monitor student progress?</li> <li>▪ What improvements might I make to assessment usage?</li> <li>▪ What went well in terms of my feedback to students? What might I improve?</li> </ul>	

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<p>Module and Lesson Preparation</p>	<ul style="list-style-type: none"> <li>▪ Did I use the <i>Wit &amp; Wisdom</i> preparation protocols (<a href="http://witeng.link/prep-protocols">http://witeng.link/prep-protocols</a>) to prepare for modules, arcs, and lessons?                             <ul style="list-style-type: none"> <li>○ If so, what went well in terms of preparation? What could go better? How?</li> <li>○ If not, how did my preparation support my teaching and students' learning? How might the protocols improve my preparation?</li> </ul> </li> </ul>	
<p>Instructional Approaches and Pedagogy</p>	<ul style="list-style-type: none"> <li>▪ Which instructional routines and processes were particularly effective or engaging to students? How do I know?</li> <li>▪ When were transitions the most seamless and effective? When were transitions frustrating or challenging?</li> <li>▪ What steps might I take to replicate successes and avoid challenges with transitions?</li> <li>▪ When were students most engaged?</li> <li>▪ When were students least engaged?</li> <li>▪ What might I replicate or adjust (in terms of pacing, routines, groupings, or scaffolds) to support engagement?</li> <li>▪ Which physical materials or elements of classroom or digital set up were particularly effective? Which were less effective?</li> </ul>	

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Productive Struggle	<ul style="list-style-type: none"> <li>▪ In what ways did I allow students to do the heavy lifting?</li> <li>▪ What scaffolds or supports were effective and maintained rigor?</li> <li>▪ Which scaffolds were less successful or took away opportunities for productive struggle?</li> </ul>	
Classroom Community	<ul style="list-style-type: none"> <li>▪ What did I do that helped to build a relationship with students?</li> <li>▪ What else might I do to build relationships?</li> <li>▪ What did I do that helped to build students' relationships with each other?</li> <li>▪ What else might I do to help build students' relationships with each other?</li> <li>▪ In what ways did I foster a safe learning community? How comfortable did students feel sharing ideas and taking risks in the classroom?</li> <li>▪ What steps did I take to foster social-emotional learning?</li> <li>▪ What additional steps might I take to foster social-emotional learning?</li> </ul>	
Family Engagement	<ul style="list-style-type: none"> <li>▪ What did I do to connect with families and engage them in students' learning?</li> <li>▪ What else might I do to connect with families and engage them in students' learning?</li> <li>▪ What resources or approaches might make families stronger learning partners?</li> </ul>	

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<p>General</p>	<ul style="list-style-type: none"> <li>▪ What accomplishments did my students or I make this year that I am proud of?</li> <li>▪ What were my students' favorite parts of <i>Wit &amp; Wisdom</i>? How do I know?</li> <li>▪ What were my students' least favorite parts of <i>Wit &amp; Wisdom</i>? How do I know?</li> <li>▪ What went well that I plan to continue?</li> <li>▪ What would I like to improve or change next year? How will I make these adjustments and how will they affect students?</li> <li>▪ Looking at my class list               <ul style="list-style-type: none"> <li>○ Which students made the most gains?</li> <li>○ Which students faced challenges?</li> <li>○ What moves might I make to reach all students?</li> </ul> </li> <li>▪ How effective were my collaborations with colleagues for planning, preparation, implementation, or reflection?</li> <li>▪ What might I or we do in the future to enhance the power of collaboration?</li> </ul>	