# Review and Response Process – Meeting Record Sheet

**Student’s Name …………………………………………………………… Year Level ….. Date ..……………………..…………**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strengths** | | | | | |
|  | | | | | |
| **Concerns** | | | | | |
|  | | | | | |
| **Teaching strategies used** | | | | | |
|  | | | | | |
| **Suggested teaching strategies** | | | | | |
|  | | | | | |
|  | | | | | |
| ***What* pedagogical strategies will you try and *what will be the learning focus*?** | | | | | |
| **Strategy** | **Rationale** | **Modelled** | **Shared** | **Guided** | **Independent** |
|  |  |  |  |  |  |
| **Samples to bring to next meeting and *what will be evidenced in the sample/s?*** | | | | | |
|  | | | | | |
| **Next Meeting Date:** | | | | | |

**THINK ABOUT: What effective and expected practices might this student respond to?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading** | | | | |
| **Modelled** | **Shared** | **Collaborative** | | **Independent** |
| * Teacher read aloud | * Focused discussion | * Instructional level | | * Self-selected text |
| * Teacher think aloud | * Focused on specific strategy | * Focused on specific comprehension strategy | | * Jointly decided texts |
| * Whole class | * Whole class | * Before reading | | * Mostly silent |
| * Small group | * Small group | * During reading | | * Sharing afterwards |
| * Repetition | * Student articulation of strategy | * Small flexible needs-based groups | |  |
|  |  | * After reading | |  |
|  |  |  | |  |
| **Teaching and Learning Experiences** | | | | |
| **Modelled** | **Shared** | **Collaborative** | | **Independent** |
| * Explicit demonstration | * Book talks | * Guided reading | | * Literature circle |
|  | * Readers’ Theatre |  | | * Book chat |
|  | * Choral reading |  | | * Conferencing |
|  | * Paired reading |  | | * Buddy/partner reading | |
|  | * Detailed reading |  | |  |
|  |  |  | |  |
| **Writing** | | | | |
| **Modelled** | **Shared** | **Collaborative** | | **Independent** |
| * Teacher write | * Focused on specific strategy | * Purpose audience, text type identified | | * Independently decided |
| * Teacher think aloud | * Purpose identified | * Connect to prior modelled and shared writing | | * Jointly decided |
| * Whole class | * Whole class | * Small flexible needs-based groups | | * Teacher-selected |
| * Small group | * Small group |  | | * Purpose and audience identified |
| * Practical – real audience * Impractical - imaginative | * Student re-reading text regularly * Writing sample displayed |  | | * Reflection |
|  |  |  | | * Feedback |
|  | * Writing sample analysed |  | | * Sharing |
|  |  |  | |  |
| **Teaching and Learning Experiences** | | | | |
| **Modelled** | **Shared** | **Collaborative** | | **Independent** |
| * Explicit demonstration * Repetition – frequent/narrow focus | * Joint construction | * Guided writing * Story telling model – brainstorming categories | | * Independent construction |
|  | * Joint rewriting |  | | * Independent rewriting |
|  | * Language experience |  | | * Journal |
|  | * Scaffolded note-making | |  | * Response |
|  |  |  | | * Author’s chair |

**THINK ABOUT: High Yield Assessment and Pedagogical Practices:**

* **LEARNING GOAL**
* **SUCCESS CRITERIA**
* **FORMATIVE ASSESSMENT**
* **DESCRIPTIVE FEEDBACK**
* **INDIVIDUAL GOAL SETTING**
* **CO-CONSTRUCTED SUCCESS CRITERIA**
* **EXEMPLARS**
* **ASSESSMENT**

Adapted from Sharratt, L and Fullan, M *Putting Faces on the Data: What Great Leaders Do!* (2012)