

Specials Enrichment Teachers

Four Critical Questions

We mentor students within the building. We keep a calendar of when we meet with students. We will discuss behavior with students within the classroom, read books based on behavior or interest, and we help with tutoring when/if needed during that time.

PLC Q1. We use the grade level TEKS to plan instruction on the skills students are learning.

PLC Q2. We use observation during class time and reteach skills as needed. We do formative assessments on skills that are tested. We then do a summative assessment to evaluate student progress at the end of the year.

PLC Q3. We use observations to model and reteach students who may need extra assistance in the skills being taught during the lesson. We will revisit skills during their extended specials day to continue modeling and reteaching as needed.

PLC Q4. Students who already understand or have mastered the skill being taught have the opportunity to extend their own warm-ups, set personal goals that go beyond the classroom mastery. We provide opportunities for student centered stations for independent learners, and students may be grouped for teacher/student opportunities. These students are also used for demonstrations and as helpers to provide some extra instruction for their friends.