Alignment of Saint Paul Public Schools Secondary Lessons to Goal, Access, New Information, Apply, and Generalize (GANAG) as of 9/10/10

This rubric guides principals and district personnel as they observe a secondary classroom, and helps teachers improve instructional practice. GANAG comes from the book, Improve Student Learning O Principal at a Time by Jane E. Pollock and Sharon M. Ford. Teacher _____ Course _____

Term	What should be observed?	No Implementation	Beginning Implementation	Partial Implementation	Full Implementation	Feedback
Goal Set the learning goal/ benchmark or objective.	Posted and referred to: • Standards applying to that lesson • Essential/ Overarching questions • Guiding Questions/ daily learning objective(s)	Nothing posted or referenced	Teacher only posts the standard or objective on the board.	Posted Standard, Guiding questions and objective are referred to briefly	Standard, overarching or guiding questions/objective posted and referred to in student friendly language before, during, and after the lesson. Students can articulate the daily learning objective.	
Access Access students' prior knowledge building engagement through establishing immediate relevancy; a "hook" that is a short introduction to the lesson	Observe- one or more • Review of previous lesson • Pair and Share • Brainstorming • Quick Write • Verbal check-in on prior knowledge • Visual to access prior knowledge	Prior learning not referenced or reviewed	Only 1 of 3 exists: • Bridge to new information - OR - • Review of prior lesson - OR - • Opportunity for student question /discussion	Only 2 of 3 exist: • Bridge to new information - AND/OR - • Review of prior lesson - AND/OR - • Opportunity for student question /discussion	Review of prior lesson with opportunity to question and discuss. An engagement strategy bridges prior lesson to next concept.	
New Information Acquire new information - declarative and/or procedural	Observe- one or more • Direct instruction and modeling • Student discussions • Academic feedback to students. • Non-fiction writing, vocabulary and reading strategies to develop understanding of new information. • Inquiry based questions and activities	Information is presented out of context. -OR- Information is presented in lecture format with no opportunity for student feedback	Concepts are presented and/or demonstrations are performed with no independent practice or group application opportunity.	Concepts are presented and/or demonstrations performed with limited opportunity for student-centered activities or feedback.	Concepts are presented and modeled, students participate in student-centered activities to reinforce the development of new understandings. Academic feedback is provided to students.	
Apply Apply a thinking skill or use knowledge in a new situation. Opportunity for feedback provided.	Observe- one or more • Guided practice • Independent and group work • Student demonstration of learning objective. • Student-to-student discussions using accountable talk. • Ongoing checks for understanding. • Continuous academic feedback to the students	No group discussion or connection to real life or student involvement: No checking for understanding or opportunity for guided practice	Limited group discussion or connection to real life or student involvement. Some checking for understanding and opportunities for guided practice.	Teacher provides and facilitates: Independent and/or group activities to help students apply the concept(s) in new situations. -OR- Opportunities for students to reflect on and discuss their developing understandings -OR- Continual monitoring of students and academic feedback	Teacher provides and facilitates: Independent and/or group activities to help students apply the concept(s) in new situations. -AND- Opportunities for students to reflect on and discuss their developing understandings -AND- Continual monitoring of students and academic feedback	
Generalize Generalize what has been taught	Observe- one or more • Oral or written summary of lesson • Exit Slip or Quick Write • Pair and Share • Peer and individual review of work • Class discussion of topic. • Cornell notes	No summary or check for understanding	Brief summary by teacher of the concept covered.	Teacher summarizes the lesson and ties the lesson to either the standard or guiding question, but not both.	Students articulate in writing, verbally, or both what they are learning (ex. answering guiding question). Teachers use this as a formative assessment to guide their practice. Students are monitoring their progress.	

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Term	What should be observed?	Full Implementation	Feedback
Goal Set the learning goal/ benchmark or objective.	Posted and referred to: • Standards applying to that lesson • Essential/ Overarching questions • Guiding Questions/ daily learning objective(s)	Standard, overarching or guiding questions/objective posted and referred to in student friendly language before, during, and after the lesson. Students can articulate the daily learning objective.	
Access Access students' prior knowledge building engagement through establishing immediate relevancy; **a "hook" that is a short introduction to the lesson**	Observe- one or more • Review of previous lesson • Pair and Share • Brainstorming • Quick Write • Verbal check-in on prior knowledge • Visual to access prior knowledge	Review of prior lesson with opportunity to question and discuss. An engagement strategy bridges prior lesson to next concept.	
New Information Acquire new information - declarative and/or procedural	Observe- one or more • Direct instruction and modeling • Student discussions • Academic feedback to students. • Non-fiction writing, vocabulary and reading strategies to develop understanding of new information. • Inquiry based questions and activities	Concepts are presented and modeled, students participate in student-centered activities to reinforce the development of new understandings. Academic feedback is provided to students.	
Apply Apply a thinking skill or use knowledge in a new situation. Opportunity for feedback provided.	Observe- one or more • Guided practice • Independent and group work. • Student demonstration of learning objective. • Student-to-student discussions using accountable talk. • Ongoing checks for understanding. • Continuous academic feedback to the students	Teacher provides and facilitates: Independent and/or group activities to help students apply the concept(s) in new situations. -AND- Opportunities for students to reflect on and discuss their developing understandings -AND- Continual monitoring of students and academic feedback	
Generalize Generalize what has been taught	Observe- one or more • Oral or written summary of lesson • Exit Slip or Quick Write • Pair and Share • Peer and individual review of work • Class discussion of topic. • Cornell notes	Students articulate in writing, verbally, or both what they are learning (ex. answering guiding question). Teachers use this as a formative assessment to guide their practice. Students are monitoring their progress.	