

What is the teacher doing? (How are they Teaching?)	What are students doing? (How are they learning?)
<p>In the bulk of classes observed, teachers were the “guide on the side” of the classroom, having students work independently or in groups, and then circulating through the groups to provide feedback and/or answer questions.</p> <p>Teachers had the goals/objectives of the day on the board, and provided students with the materials (computers or worksheets) for students to complete their work.</p>	<p>Students were working mostly independently through practicing problems, reading texts, or creating materials/projects.</p> <p>Students were asking questions when the teacher came to their group, but did not ask whole group questions.</p> <p>Students were expected to present what their group(s) were working on with the time the teacher provided, and were expected to use specific habits of discussion to answer the questions.</p>
Physical Development	Language and Literacy Development
<p><i>Physical development in classes observed was mainly through extracurricular opportunities within the school. Sports in the school were a huge sense of Pride and had a strong number of participation from the student population. Within the school day, there was minimal physical movement opportunities, except for movement within the classroom/classes.</i></p>	<p><i>Students acquired vocabulary and language practice through texts used within the classroom and for homework, and within the classroom teachers expected students to use the technical/correct academic terms for the practice, including history, ELA, math, and newspaper specific content.</i></p>
Cognitive Development	Self-Concept, Identity, and Motivation
<p><u>Teacher Actions:</u> Teachers provided resources for students to refer to during practice, but were not explicitly teaching as much as they were allowing students to attempt problems themselves and gain deep understanding.</p> <p><u>Student Actions:</u> In one math class, students were expected to explicitly chart what they understood/didn’t understand about the problem they were working through.</p>	<p><u>Teacher Actions:</u> <i>Teachers allowed students to work pretty independently in classes and affirmed their efforts /gave feedback to students. Teachers seemed to have a lot of pride in the students they were talking about, and knew students on a really personal/individualized level. Teachers wrote books they were reading and the college they attended on their classroom doors to motivate other students to do so as well.</i></p> <p><u>Student Actions:</u> <i>Students seemed to be enrolled in classes they chose and elected/even applied to be in. Students were self-motivated in these</i></p>

classes and seemed to have intrinsic motivation. Some students explicitly cited college as a motivator for working hard and doing well in school.

Peer Relations and Moral Development

Teachers posted pictures of sports teams in huge blown up posters and the rosters dated back decades

Teachers posted student artwork and schoolwork in glass cases to display with Pride

Students gave tours of the school and many were in the ROTC program, which students were very proud to be a part of