|  |  |
| --- | --- |
| **PACE Check** | |
| **Practice**  **I do**—Teacher **models** the work for the class (i.e. Think Aloud, demonstration)  **We do**—Teacher and class performs the work together (Guided practice)  **You do**—Class practices on their own (Independent practice) |  |
| **Accountability**  How will you hold students accountable for their learning? How will they demonstrate mastery or partial mastery of the target(s)? How will students know what proficient work looks like? What will you do for students who don’t learn? What will you do for students who learn quickly? |  |
| **Congruency** to Standards/Targets/Assessments  What is your clear/intentional/focused link to the standards? What vocabulary should you be using to communicate your target(s)? How will you assess the targets you’ve chosen? How do your class activities help prepare students to be assessed? Do your assessments match your activities? |  |
| Active **Engagement**  What activities have you planned to intensify student curiosity? To increase student motivation? To develop their passion about your content? How will you ensure that your students pay attention, respond, ask questions, react, interact, etc.? |  |