Scavenger Hunt

1. Find someone who has a really great system for providing notes for the students who have this service noted in their IEP. Ask them what they have the students do with their copy of the notes while the other students in the class are writing them down in their notebook.

2. Find someone who has shortened homework assignments for the student who have it on their IEP. Ask them how they determine which questions to require and which to eliminate.

3. Find someone who regularly uses graphic organizers to help their students organize their ideas in ways that show the interrelationship between them. Ask them if they have ever used the graphic organizer software *Inspiration* and, if so, what they think of it.

4. Find some one who has used a rubric successfully with their students. Ask them how they developed it and used it with their students. Ask them if they involved their students in the development of the rubric.

5. Find someone who has individual conferences with their students about their progress or about a particular project/piece they are working on. Ask them if they think the conference results in higher quality products from their students. Ask them how they manage this.

6. Find someone who uses self assessment or peer assessment with their students. Ask them to describe for you how they set it up. Ask them how they structured the feedback and if they modeled the process for their students, first.

7. Find some one who developed learning profiles on their students using multiple intelligences, learning styles, etc. Ask them how they collected this information and how they record it for reference.

8. Find someone who has made cooperative groups based on the intelligences of their students or based on their learning styles rather than just mixed ability. Ask them how they set up their groups and if they told their students how the groups were made up.

9. Find someone who has had their students modify a homework assignment rather than just completing it as given. Ask them how they communicated this to their students and ask them if it resulted in more rigorous work by the student(s).

10. Find someone who has used a tiered assignment with their students. Ask them what the assignment was, how they task analyzed it, and how they managed to keep all students working at the same level of Bloom's taxonomy despite being tiered.

11. Find someone who has used Bloom's Taxonomy with their students. Ask them what the nature of the assignment was and how they communicated Bloom's to the students.

12. Find someone who has co-planned with a colleague. Ask them how they made the time for this. Ask them what they co-planned and how it worked. Ask them if the co-planned lesson or unit was better as a result of this collaboration.

16. Find someone who has successfully incorporated information technology (computers) in their teaching. Ask them which resources they used and how their incorporation of the technology impacted the student learning.

17. Find someone who has done and standards based planning. For clarification, standards based planning is planning that begins with the standards rather than planning of an activity and looking to see which standards the activity hits. Ask them how they did it and how this organization impacted student learning.

18. Find someone who used carousel brainstorming in their classroom. Ask them how the managed it and what the students were asked to do. Ask them if they would organize it differently the next time they use it.

13. Find someone who has successfully co-taught with a colleague. Asker them to tell you what made it successful and how the two coordinated their actions in the classroom.

14. Find someone who had a worthwhile staff development experience in the past year. Ask them to tell you what they learned and how it impacted the student learning in the classroom.

15. Find someone who successfully incorporated the CDOS Learning Standards in their planning. Ask them what they did and how they explicitly made the connections for their students.