

School: _____

High Quality Instruction- Elementary Better Practice Visit

Grade: _____

Teacher: _____

Subject: _____

Instruction		Notes:
Planning	<ul style="list-style-type: none"> Is planning evident? 	
Learning Targets	<ul style="list-style-type: none"> Learning targets should be written using the standards. Is the learning target written to include academic vocabulary and in student friendly terms? Are students aware of the learning target? Are we unwrapping the learning target with students? Is the task students are working on aligned to the learning target? Can students tell you how they will reach the learning target? 	
Checks for Understanding (Formative Assessment)	<ul style="list-style-type: none"> Are multiple checks for understanding embedded within the lesson? Teacher uses a variety of strategies during instruction to collect evidence of student learning toward the learning target. Teacher uses the results of the checks for understanding to make immediate instructional adjustments and to plan for future instruction. Do students understand how their work will be assessed? 	
Engagement		
Student Responses	<ul style="list-style-type: none"> Learners are actively engaged with the learning targets through interactions with their teacher, peer, or self-assessment. Are there opportunities for choral, partner, and individual responses throughout the lesson? Are there routines in place to elicit these responses (signaling, partners established, equity sticks...)? 	

Teacher Monitoring & Feedback	<ul style="list-style-type: none"> • Correct and incorrect responses are affirmed and corrected as needed. • Learners give, receive, and respond to feedback from teachers, peers, & other resources to improve understanding • Partner talk is monitored. • Walking loop is used. 	
Classroom Climate & Arrangement	<ul style="list-style-type: none"> • Teacher develops and implements a clear set of positive, socially responsible, behavioral expectations and procedures. • Teacher facilitates smooth and efficient transitions between activities. • Walking loop, small group area, and whole group area are evident. • Student groupings should be heterogonous. • Materials and resources are prepared and easily accessible for all students. 	
Student Practice		
Amount of Reading	<ul style="list-style-type: none"> • Are students reading and rereading leveled readers? Decodables? Text from previous weeks? Library books? • Is it purposeful? 	
Meaningful and Literacy Related	<ul style="list-style-type: none"> • Are center activities providing students with appropriate reading and writing practice? • Students should rotate through no more than three centers daily. • One daily center should be independent reading. • Students should be actively engaged in reading text in all centers. 	
Additional Notes:		

Administrator Signature: _____ Date: _____