

School: _____

**High Quality Instruction- Secondary
Better Practice Visit**

Grade: _____

Teacher: _____

Subject/Content: _____

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. 	
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. • Materials and resources are prepared and easily accessible for all students. 	
Differentiation and Scaffolding		
Differentiation	<ul style="list-style-type: none"> • Content (what students learn) • Process (how students learn) • Product (the end result of student learning) • Learning environment (procedures, and processes that affect the classroom's mood) 	
Scaffolding	<ul style="list-style-type: none"> • Showing students an example of exemplar work before they begin the task • Modeling the thought process for students through "think aloud" talk • Using graphic organizers to offer a visual framework for assimilating new information 	
Additional Notes:		

Administrator Signature: _____ Date: _____