



# Core Four Look Fors Guide



## Targeted Instruction

Instruction aligns to specific student needs and learning goals.



## Data Driven Decisions

Frequent data collection informs instructional decisions and groupings.



## Flexible Content and Tools

Instructional materials allow for differentiated path, pace, and performance tasks.



## Student Reflection and Ownership

Ongoing student reflection promotes ownership of learning.

### Targeted Instruction

#### Look Fors (ordered from emerging to sustaining)

- There are clear routines and procedures in place to support the teacher's PL instructional model and allow for targeted instruction
- Teacher-led instruction is differentiated for individual or groups of students
- Groups are based on quantitative or qualitative data (digital content, conferencing notes, exit tickets, benchmarks, interest, needs, etc.)
- Station work is differentiated in process or product (varying levels of complexity and process)
- Teacher formatively assesses students and adjusts instruction in real-time
- Informal assessment is happening throughout the lesson

#### Questions to ask students

- How often do you get to meet with your teacher one-on-one or in small groups?
- Do you work in groups with your peers? If so, how are you grouped together?
- How often does your teacher regroup you?
- Does everyone do the same thing at each station?

### Data-Driven Decisions

#### Look Fors (ordered from emerging to sustaining)

- Variety of material reflects differing student needs and current ability levels
- Groups are based on quantitative or qualitative data (digital content, conferencing notes, exit tickets, benchmarks, interest, SEL goals, need etc.)
- Visual tracking of student progress (data-walls, individual student trackers) that is frequently updated
- Formative assessments are used throughout the lesson
- Teacher uses a do now and/or exit slip that measures student skill/knowledge mastery
- Evidence of individualized feedback on student assessment, interactions, or work products
- Evidence that teacher and students review data together to identify needs

#### Questions to ask students

- How do you know the progress you are making in this class?
- Does your teacher check in with you about your progress?
- How does your teacher give you feedback on your work? How often?
- How do you know what your areas of strengths or weaknesses are?

## Flexible Content and Tools

### Look Fors (ordered from emerging to sustaining)

- There are clear and consistent routines for using flexible tools within the classroom and/or outside the classroom (medialabs, libraries, Makerspaces)
- Students have access to a variety of online and/or offline content that meets their needs or interests
- Students can articulate how they use different types of content in the classroom
- Online and offline resources are aligned and integrated to promote learning goals
- Students have access to a variety of tools and options for demonstrating knowledge (e.g. online or offline portfolios, tools to connect with peers or authentic audiences beyond school in order to show learning evidence)
- Students are assigned or select digital content based on needs (either by group or individually); when applicable, lessons are assigned within content providers

### Questions to ask students

- Can you tell me why you are completing this specific content or utilizing this platform?
- How does your work with this content help you with what you do in the rest of class?
- Do all students in this class receive the same assignments and activities?
- Do you use different paper and digital tools in your class?

## Student Reflection and Ownership

### Look Fors (ordered from emerging to sustaining)

- Use of digital or paper student reflection tools (reflection sheets, notebooks, journals, self-assessment manipulatives)
- Evidence of student self-assessment to monitor learning and identify needs
- Evidence that teacher provides growth-oriented feedback on reflections
- Students have the ability to articulate what their strengths or weaknesses are and what actions they are taking to address these
- Multiple pathways to learn and demonstrate learning
- Teacher allows authentic and autonomous choice with content, process and/or work product
- Students know their individual role within collaborative group activities

### Questions to ask students

- Do you have opportunities for reflection or goal-setting in this class?
- How often do you discuss your reflections or progress toward goals with your teacher?
- How do you keep track of what you've done?
- Do you have opportunities to choose the activity you want to work on?

## Rating Scale to use during Walkthroughs

### NO EVIDENCE

This look for is not in place and student responses do not indicate this look for occurs with any degree of fidelity.

### INITIAL EVIDENCE

Through conversations with students or observations of the classroom, initial evidence that this is occurring irregularly.

### SOME EVIDENCE

Observed some evidence of this look for during the observation. Student responses indicate this look for occurs with some degree of frequency.

### HIGH EVIDENCE

Observed strong evidence that this look for is in place. Student answers indicate this look for occurs frequently and is routinely practiced in classroom.

### CANNOT BE DETERMINED

Look fors may be in place, but unable to determine during learning walk observation.

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