Exploring the Classrooms

Facilitator: _____ School: _____

Classroom Visit *in Minutes*: **10-15** Type of Classroom: _____ Lesson period: **BEGINNING** **MIDDLE** **END**

Look-Fors:

- *What are the students doing? Saying?*
- *How are the students interacting?*

- *What is the teacher doing? Saying? With whom?*

ESSENTIAL PRACTICE:
Focus on Continuous Improvement of Instruction

PRACTICES	LOOK-FORS	NOTES
1. Aligned curriculum, and assessment	☐ Teaching reflects PA Standards ☐ Teacher exhibits an understanding of the content presented ☐ Teacher sets a clear learning goal for the lesson, indicating an understanding of the content ☐ References are made to other content areas ☐ Language teacher uses deepens learning	
3. Variety of assessments (including diagnostic, formative, and summative) **to monitor student learning and adjust programs and instructional practices**	☐ Assessments, balancing traditional and more interactive designs, measure individual student and whole class learning ☐ Students provide feedback to each other ☐ Students set goals, engage in self assessments and maintain their own records ☐ Students are engaged in varied instructional activities ☐ Products of students' work are displayed ☐ Products are created for real events and audiences ☐ Products are rated by teachers	

PRACTICES	LOOK-FORS	NOTES
4. Identify and address individual student learning needs	☐ Lessons balance traditional and interactive activities. ☐ Tiered assignments are provided ☐ Differentiated teaching strategies, including scaffolding, chunking. ☐ Opportunities for practice and deepening learning ☐ Flexible grouping takes place ☐ Various multi-media and manipulatives are in use ☐ In-depth questions are asked of reluctant learners ☐ Incorrect responses are probed with reluctant learners ☐ Cognitively complex tasks are presented ☐ Purposeful homework assigned	

ESSENTIAL PRACTICE:
Provide Student Centered Supports

PRACTICES	LOOK-FORS	NOTES
1. Provide school environment where all members feel welcomed, supported and safe	☐ Classrooms are welcoming ☐ Verbal and non-verbal behaviors indicate a positive climate for learning ☐ Students' backgrounds are positively recognized ☐ There is a balance between teacher and student-led activities ☐ Students ideas are utilized to expand the lesson ☐ Success is celebrated	
2. Schoolwide positive behavior interventions and supports	☐ Expectations for positive behavior are posted and articulated in a positive manner ☐ Reminders positively reinforce these expectations ☐ Behavior support programs are geared to helping students learn self-control, rather than being punitive ☐ Order is maintained by engagement and community ☐ Conversations between students and staff are respectful ☐ Conversation between students are respectful ☐ Classroom set up promotes collaboration	

PRACTICES	LOOK-FORS	NOTES
3. Multi-tiered system of supports for academics and behavior	☐ Students are responsive, active, purposeful ☐ Varied work spaces and resources are provided ☐ Varied school personnel are engaged with students ☐ School personnel are engaged with each other ☐ Progress monitoring instruments are in use	
4. Family engagement to support learning	☐ Opportunities for family learning are organized	
5. Partnerships with local businesses, community organizations and other agencies	☐ Students visits to community partners are embedded in units of study	

Exploring
the Classrooms

Every Student Succeeds

Facilitator: _____   School: _____

Classroom Visit *in Minutes*: **10-15**   Type of Classroom: _____   Lesson period: **BEGINNING   MIDDLE   END**

Look-Fors:

- *What are the students doing? Saying?*
- *How are the students interacting?*

- *What is the teacher doing? Saying? With whom?*

ESSENTIAL PRACTICE:
Focus on Continuous Improvement of Instruction

PRACTICES	LOOK-FORS	NOTES
1. Aligned curriculum, and assessment	☐ Teaching reflects PA Standards ☐ Teacher exhibits an understanding of the content presented ☐ Teacher sets a clear learning goal for the lesson, indicating an understanding of the content ☐ References are made to other content areas ☐ Language teacher uses deepens learning	
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4. Identify and address individual student learning needs	☐ Lessons balance traditional and interactive activities. ☐ Tiered assignments are provided ☐ Differentiated teaching strategies, including scaffolding, chunking. ☐ Opportunities for practice and deepening learning ☐ Flexible grouping takes place ☐ Various multi-media and manipulatives are in use ☐ In-depth questions are asked of reluctant learners ☐ Incorrect responses are probed with reluctant learners ☐ Cognitively complex tasks are presented ☐ Purposeful homework assigned	

Provide Student Centered Supports

PRACTICES	LOOK-FORS	NOTES
1. Provide school environment where all members feel welcomed, supported and safe	☐ Classrooms are welcoming ☐ Verbal and non-verbal behaviors indicate a positive climate for learning ☐ Students' backgrounds are positively recognized ☐ There is a balance between teacher and student-led activities ☐ Students ideas are utilized to expand the lesson ☐ Success is celebrated	
2. Schoolwide positive behavior interventions and supports	☐ Expectations for positive behavior are posted and articulated in a positive manner ☐ Reminders positively reinforce these expectations ☐ Behavior support programs are geared to helping students learn self-control, rather than being punitive ☐ Order is maintained by engagement and community ☐ Conversations between students and staff are respectful ☐ Conversation between students are respectful ☐ Classroom set up promotes collaboration	

PRACTICES	LOOK-FORS	NOTES
3. Multi-tiered system of supports for academics and behavior	☐ Students are responsive, active, purposeful ☐ Varied work spaces and resources are provided ☐ Varied school personnel are engaged with students ☐ School personnel are engaged with each other ☐ Progress monitoring instruments are in use	
4. Family engagement to support learning	☐ Opportunities for family learning are organized	
5. Partnerships with local businesses, community organizations and other agencies	☐ Students visits to community partners are embedded in units of study	

Exploring
the School

Facilitator: _____ LEA: _____

School Visit: **1-2 Hours**

Look-Fors:

- *What are the students doing? Saying?*
- *How are the students interacting?*

- *What is the teacher doing? Saying? With whom?*

ESSENTIAL PRACTICE:
Provide Student Centered Supports

PRACTICES	LOOK-FORS	NOTES
1. Provide school environment where all members feel welcomed, supported and safe	☐ People are greeted warmly in the school office and entrance way ☐ Building is welcoming ☐ There are materials representative of the diversity of the students ☐ Materials and resources around the school send positive and encouraging messages of success for all students ☐ Verbal messages show respect and caring of all students ☐ Welcoming staff, students and parents	
2. Schoolwide positive behavior interventions and supports	☐ School expectations posted throughout the school ☐ Behavior support programs geared to helping students learn self-control, rather than being punitive ☐ Orderly hallways and classrooms ☐ Conversations among staff are respectful ☐ Conversations between students and staff are respectful ☐ Conversations between students are respectful	

PRACTICES	LOOK-FORS	NOTES
3. Multi-tiered system of supports for academics and behavior	☐ Varied support personnel are engaged with students and each other ☐ Team meetings are held regularly to meet needs of individual learners (not only in special education classes)	
4. Family engagement to support learning	☐ Ongoing information to parents about instruction via various media ☐ Communication conveyed in appropriate and representative languages ☐ Flyers indicating opportunities for family learning are organized	
5. Partnerships with local businesses, community organizations and other agencies	☐ Recognition of partners is evident ☐ Community members are present in the school ☐ Student engagement with community partners is evident	

ESSENTIAL PRACTICE:
Foster Quality Professional Learning

This section assists in reviewing the professional development plan and agendas.

PRACTICES	LOOK-FORS	NOTES
1. Professional learning is responsive to teacher and student needs	☐ Student data is used to inform the plan for professional learning ☐ Professional learning needs are routinely assessed ☐ Professional learning assessments set the course for the professional development ☐ Teachers set individual learning goals	
2. Multiple professional learning designs	☐ Differentiated model for professional learning experiences ☐ Multiple opportunities for teachers to engage ☐ Teachers share their learning and student work ☐ Individual and group reflection take place, leading to revision of practice	

PRACTICES	LOOK-FORS	NOTES
3. Monitor and evaluate the impact of professional learning on staff practices and student learning	☐ Transparent goals for success of professional learning ☐ Schedules of Classroom follow-up and supervision after professional learning sessions	

ESSENTIAL PRACTICE:
Empower Leadership

PRACTICES	LOOK-FORS	NOTES
1. Culture of high expectations for success	☐ School environment/messages convey high expectations ☐ Messages on the morning announcements convey expectations for success ☐ Staff members use encouraging words when addressing students ☐ Staff members use encouraging words when talking about students to other adults	
2. Collective vision for continuous improvement of teaching and learning	☐ Staff members can articulate a connection between their daily work with students and the school's mission and goals	
3. Building leadership capacity and empowering staff in development and successful implementation of initiatives	☐ Staff members take on leadership roles beyond their classroom duties in support of the school plan ☐ Staff members who take these roles feel encouraged by the principal and administrators	
4. Needs-based organization and allocation of programatic, human and fiscal capital resources aligned with school improvement plan	☐ Decisions on school-wide programs are aligned with the school's mission and goals ☐ School schedule supports the school's mission and goals ☐ School budget decisions are aligned with the school's mission and goals	

PRACTICES	LOOK-FORS	NOTES
5. Continuous monitoring of school improvement plan implementation and adjust as needed	☐ Staff members are asked for ongoing feedback on continuous improvement efforts ☐ Progress towards the school's mission and goals is shared with all stakeholders	