Elementary

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| **General Tier I Instruction*** Respectful, positive, and professional student-teacher relationships are evident.
* There is a system for positive reinforcement.
* Classroom climate is free of excessive disruptions.
* Teacher maintains a brisk pace.
* Routines and procedures are in place that guide classroom behaviors.
* Materials are organized and readily available for students.
* Teacher articulates that all learners can and will achieve at high levels.
* Teacher moves about the room monitoring student engagement.

The majority of students are:☐ Authentically on task ☐ Passively compliant ☐ Disengaged ☐ Disruptive* Teacher quietly and effectively redirects off-task behavior.
* Teacher uses practices that involve all students in responding.
* Teacher gives immediate and specific feedback to students as they are completing activities.

Learning goal/objective is:* + Posted in student-friendly language, including success criteria
	+ Referred to during lesson
	+ Tightly aligned to division curriculum
* Students can articulate the objective.
* Instruction aligns to daily objective.
* Assessment aligns to daily objective.

Word Walls are:☐ displayed ☐ referred to during instruction* Content and academic vocabulary is explicitly taught.

Literacy Plan strategies observed: (cross curricular strategies\*)

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|  | My Turn Your Turn |  | Push It Say It |  | Echo Reading |  | Repeated Reading |
|  | Choral Reading\* |  | Readers’ Theater |  | Concept Sorts |  | Example/Non Example\* |
|  | 4 Square |  | Frayer Model\* |  | Word Part Clues\* |  | Shared Writing |
|  | Graphic Organizer\* |  | DLTA |  | DRTA |  | Model (Think Aloud) |
|  | QAR\* |  | Reciprocal Teaching\* |  | 2 Column Notes\* |  | Guided Writing |
|  | The Frame\* |  | Magnify/Shrink Topic |  | Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Instructional formats observed: ☐ Whole-group ☐ Small-group ☐ Teacher Modeling ☐ Guided Practice ☐ Independent Practice ☐ Co-taughtStudents work:☐ Individually ☐ In pairs ☐ In groupsTeacher helps students make connections in their learning to:☐ Prior knowledge ☐ Real-world contexts ☐ Other content areas* Teacher and students transition quickly between tasks.

Real-time data is:☐ Collected ☐ Used to guide instruction* Teacher asks questions that promote thinking and require explanation/justification.
* Students are able to perform tasks accurately.
* Teacher attends to different skill levels within the classroom.
* Teacher uses visuals to support instruction.
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| **Math Tier I Instruction**Teachers use the following mathematical representations: ☐ Written expressions ☐ Tables ☐ Graphs  ☐ Equations/numerical ☐ Drawings ☐ ConcreteStudents use the following mathematical representations: ☐ Written expressions ☐ Tables ☐ Graphs  ☐ Equations/numerical ☐ Drawings ☐ ConcreteStudents are talking about math with: ☐ teacher(s) ☐ other students* Students are writing about math.

Students are given time to think about, discuss, share, and summarize  ☐ their own strategies  ☐ the strategies of othersTeacher provides a variety of problems☐ Skill-based ☐ Real-world ☐ Cognitively demanding tasks | **Language Arts Tier I Instruction**Area of Lesson: ☐ Phonemic Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension ☐ Writing Students are engaged in:

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| ☐ Independent Reading | ☐ Paired Reading |
| ☐ Guided Reading | ☐ Word work |
| ☐ Writing | ☐ Discussion |
| ☐ Sharing | ☐ Summarizing |

Teachers are using:

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| ☐ Read Aloud | ☐ Core reading program |
| ☐ Authentic text | ☐ Leveled text |

* Literacy Stations are utilized during small-group instruction and aligned with the curriculum.
* A classroom library is present.
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**Comments** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_