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\*)   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | 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-taught  Students work:  ☐ Individually ☐ In pairs ☐ In groups  Teacher 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. | |
| **Math Tier I Instruction**  Teachers use the following mathematical representations:  ☐ Written expressions ☐ Tables ☐ Graphs  ☐ Equations/numerical ☐ Drawings ☐ Concrete  Students use the following mathematical representations:  ☐ Written expressions ☐ Tables ☐ Graphs  ☐ Equations/numerical ☐ Drawings ☐ Concrete  Students 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 others  Teacher 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:   |  |  | | --- | --- | | ☐ Independent Reading | ☐ Paired Reading | | ☐ Guided Reading | ☐ Word work | | ☐ Writing | ☐ Discussion | | ☐ Sharing | ☐ Summarizing |   Teachers are using:   |  |  | | --- | --- | | ☐ 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. |

**Comments** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_