

Core Four Look Fors Guide

Targeted Instruction	Collaboration and Creativity	Flexible Path and Pace	Reflection and Goal Setting
 Instruction aligns to specific student needs and learning goals.	 Personalizing learning encourages students to work with one another, in the process, learn more about themselves.	 Instructional materials allow for differentiated path, pace, and performance tasks.	 Ongoing student reflection promotes ownership of learning.

Targeted Instruction			
Teacher Directed	Teacher Supported	Student Centered	Student Directed
Teacher creates structured opportunities for students to work in small groups, meeting with students individually or in small groups	Teacher reviews data sources to create heterogeneous or homogeneous groups, and modifies instruction to better meet the needs of those groups for a small percentage of class time.	Teacher uses real-time data to make in-the-moment adjustments to instruction, so that students spend a larger percentage of class time having instruction tailored to their strengths, needs, or learning preferences.	Students can articulate what instruction they are receiving and why, and have some choice over the instruction they receive.
Look-Fors (teacher-directed to student-directed)		Questions to ask students	
☐ Teacher Directed - Students working in small groups, pairs or meeting with the teacher. ☐ Teacher Supported - Teacher is using a data binder to inform groups or pairings during class ☐ Teacher Supported - Student groups are pre-determined by the teacher and are based on data ☐ Student Centered - Teacher is using checks for understanding to inform in-class groupings ☐ Student Directed - Content is differentiated based on student-need or the way students access content is differentiated based on their need		Teacher Directed - Do you meet with your teacher one-on-one or in small groups? Teacher Supported - Do you always work with the same classmates when you meet with the teacher? Teacher Supported - Do you pick your groups or does your teacher determine your groups? Student-Centered - Do you spend most of your time in class working independently or in groups? Student-Centered - Do all groups work on the same task/game/project? Student Directed - What are you learning about in your small groups, and why is it important? Student Directed - Did you get any choice in how you show your learning or how your teacher helps you learn?	

Observation Notes

Class:	Class:
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Collaboration and Creativity			
Teacher Directed	Teacher Supported	Student Centered	Student Directed
- Students spend most of their time working independently. - Students are exposed to novel ideas and solutions by the teacher or in teacher-selected resources.	- Students have small structured opportunities to work in pairs or small groups. (turn + talk, small group conversations) - Students make connections in order to generate new ideas and solutions.	- Students work in groups to accomplish a task with individual roles that are assigned by the teacher - Students can articulate how their novel ideas and solutions are meaningful to them and/or their community.	- Students work in groups to accomplish a task and are given autonomy to establish roles and norms. - Students generate novel ideas and solutions to complex problems or prompts independently of the teacher and without prompting.
Look-Fors (teacher-directed to student-directed)		Questions to ask students	
☐ Teacher Directed - Students are working independently. ☐ Teacher Directed - Teacher leading learning through direct instruction. ☐ Teacher Supported - Students talking to each other to discuss content during a lesson. ☐ Student Centered - Students are working in groups and are assigned roles. ☐ Student Directed - Students are working in groups and choose their own roles and norms. ☐ Student Directed - Students challenge each other’s thinking around content ☐ Student Directed - Students have the opportunity to create something new or novel to demonstrate their learning		Teacher Directed - Do you have opportunities to turn and talk with a peer to discuss your ideas? Student Centered - When you work in a group do you have a specific job or goal? Student Centered - What content are you working on and why is it important? Student Directed - When you work in groups do you get to choose what role or job you have? Student Directed - When working on group projects do you have choice in what content you want to learn about? Student Directed - Are there opportunities for you to demonstrate your learning in different ways?	

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Flexible Path and Pace			
Teacher Directed	Teacher Supported	Student Centered	Student Directed
Teacher provides one opportunity for flexibility in path or pace.	Teacher provides more than one opportunity for flexibility in path or pace.	Teacher supports students in choosing the path and pace that best meets their needs.	Students are able to choose their path and pace as they work through material.
Look-Fors <i>(teacher-directed to student-directed)</i>		Questions to ask students	
Teacher Directed/Teacher Supported - Students have flexibility in the amount of time they have to complete a task. Teacher Directed/Teacher Supported - Students have flexibility in how they demonstrate learning. Teacher Directed/Teacher Supported - Students have flexibility in how they access content. Student Centered - Teacher conducts check-ins with students to ensure that the chosen path and pace best meets student needs. Student Directed - Students working independently or in groups with flexibility in pacing and access to content. Learning is student-driven because of student-ability to make independent choices.		Teacher Directed/Teacher Supported - Does everyone have to have their work completed by the same time? (at the end of the day or period) Teacher Directed/Teacher Supported - Are you able to choose the way you practice a skill or learn new things? Teacher Directed/Teacher Supported - Are you able to choose how you show your learning to your teacher? Teacher Directed/Teacher Supported - Are you able to choose when you show your learning to your teacher? Student Centered - Does your teacher check in with you on progress to your goals/completion of classwork? Student Directed - Do you feel like you are in charge of your learning? Why?	

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Reflection and Goal Setting			
Teacher Directed	Teacher Supported	Student Centered	Student Directed
- Teacher sets classroom-level goals. - Teacher provides students with foundational knowledge on the process of reflection.	- Teacher supports students in setting their own learning goals - Teacher sets-up structured opportunities for students to reflect.	- Students set and track their own learning goals - Students reflect on their learning progress through the method of their choice.	Students set, track and reflect on their own learning goals and make connections between the choices they make in class and their goal.
Look-Fors <i>(teacher-directed to student-directed)</i>		Questions to ask students	
☐ Teacher Directed - Classroom-level goals or norms are posted in the classroom. ☐ Teacher Directed - Teacher speaks about and/ or models the process of reflection. ☐ Teacher Supported - Teachers meet with students to discuss and set individual goals. ☐ Teacher Supported -Teacher creates structured opportunities for students to reflect on their learning (sentence stems, protocols etc). ☐ Student Centered - Students have goal trackers in binders, on desk or digital. ☐ Student Centered - Students have choice in the way they reflect (written, verbal, video etc). ☐ Student Directed - All of the above are present.		Teacher Directed - Do you have a classroom goal you are working towards? Teacher Supported - Do you have an individual goal you are working towards? Teacher Supported - Did you set your own goal or did your teacher support you? Teacher Supported - Do you have opportunities to reflect on your learning? Student Centered - How do you know if you are on track to meeting your goals? Student Centered - Do you have a choice in the way you reflect on your learning? Student Directed - Do you feel like you are in charge of setting, tracking and reaching your learning goals? Student Directed - What do you do each day in class to help you reach the goal you have set?	

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