Core Four Look Fors Guide

Class:

Flexible Path and Pace **Reflection and Goal Setting Targeted Instruction** Personalizing learning encourages Instructional materials allow for Instruction aligns to specific student Ongoing student reflection promotes students to work with one another, in the differentiated path, pace, and needs and learning goals. ownership of learning. process, learn more about themselves. performance tasks. **Teacher Directed Teacher Supported Student Centered Student Directed** Teacher creates structured Teacher reviews data sources Teacher uses real-time data to Students can articulate what opportunities for students to to create heterogeneous or make in-the-moment instruction they are receiving work in small groups, meeting homogeneous groups, and adjustments to instruction, so and why, and have some choice with students individually or in that students spend a larger over the instruction they modifies instruction to better small groups meet the needs of those groups percentage of class time having receive. for a small percentage of class instruction tailored to their strengths, needs, or learning time. preferences. **Ouestions to ask students Look-Fors** (teacher-directed to student-directed) **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 ☐ **Teacher Directed** - Students working in small groups, pairs or meeting with the teacher. you meet with the teacher? ☐ **Teacher Supported** - Teacher is using a data binder to inform groups or **Teacher Supported** - Do you pick your groups or does your teacher pairings during class determine your groups? ☐ **Teacher Supported -** Student groups are pre-determined by the teacher and **Student-Centered** - Do you spend most of your time in class working are based on data independently or in groups? ☐ Student Centered - Teacher is using checks for understanding to inform Student-Centered - Do all groups work on the same task/game/project? in-class groupings **Student Directed -** What are you learning about in your small groups, and □ Student Directed - Content is differentiated based on student-need or the way students access content is differentiated based on their need 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:

Targeted Instruction

Instruction aligns to specific student needs and learning goals.

Collaboration and Creativity



Personalizing learning encourages students to work with one another, in the process, learn more about themselves.

Flexible Path and Pace



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

Reflection and Goal Setting



Ongoing student reflection promotes ownership of learning.

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-dire	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? 			

Observation Notes

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Targeted Instruction

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Flexible Path and Pace

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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 (teacher-directed to student-directed)		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? 		

Observation Notes

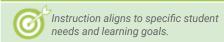
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Targeted Instruction

Collaboration and Creativity

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Reflection and Goal Setting

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 on their own learning goals make connections between their goal. 			
Look-Fors (teacher-dire	Look-Fors (teacher-directed to student-directed)		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? 			

Observation Notes

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