

## Improving Core Instruction Figuring out “the Why”

Date: \_\_\_\_\_ Team Members: \_\_\_\_\_

| Curriculum  |           |                   |
|---|-----------|-------------------|
|   | Yes<br>No | Notes and Details |
| 1. Are the standards aligned and reflective of a logical scope and sequence?  |           |                   |
| 2. Are the curricular materials aligned with the standards?   |           |                   |
| 3. If curricular materials are not aligned with the standards, are they supplemented with evidence-based materials?       |           |                   |
| 4. Did completion of the above three steps indicate standards and/or content that needs to be provided in earlier grades? |           |                   |
| 5. Are the “power” standards covered the most?  |           |                   |
| 6. Has content not covered in the standards been eliminated?  |           |                   |
| 7. Are the curricular materials being used evidence based with high effect sizes?   |           |                   |
| 8. Is implementation being monitored regularly?   |           |                   |

Date: \_\_\_\_\_ Team Members: \_\_\_\_\_

\* Direct observation of class-wide instruction is necessary to answer these questions.

| <b>Instruction</b>  |                   |                          |
|---|-------------------|--------------------------|
|   | <b>Yes<br/>No</b> | <b>Notes and Details</b> |
| Is time allocation consistent with research and recommendations?                                  |                   |                          |
| Is there evidence that adequate time is being provided for active student engagement?*            |                   |                          |
| Is there evidence students are <b>NOT</b> spending too much time engaged passively?*              |                   |                          |
| Is there evidence of effective classroom management?*   |                   |                          |
| Is there evidence of effective transitions?*  |                   |                          |
| Are teachers using evidence-based instructional strategies with high-effect sizes (e.g., Hattie)? |                   |                          |
| Have practices with low effect sizes been abandoned?  |                   |                          |
| Are teacher-student relationships being assessed?   |                   |                          |
| Is there a higher ratio of positive teacher-student interactions than negative?                   |                   |                          |



**Instruction Cont.**

|  | <b>Yes<br/>No</b> | <b>Notes and Details</b> |
|--|-------------------|--------------------------|
| Is there evidence teachers are differentiating based on learner needs?   |                   |                          |
| Are class-wide interventions being used when large numbers of students are displaying difficulties in certain areas? |                   |                          |
| For Reading: Are FLEXIBLE grouping practices being used?   |                   |                          |
| Is formative assessment is being used to guide instruction?  |                   |                          |
| Is instructional coaching available to assist teachers with learning and applying new skills?                        |                   |                          |
| Is implementation of instructional strategies being monitored regularly?   |                   |                          |

Date: \_\_\_\_\_ Team Members: \_\_\_\_\_

| <b>Assessment</b>   |                   |                          |
|---|-------------------|--------------------------|
|   | <b>Yes<br/>No</b> | <b>Notes and Details</b> |
| Are screening data collected regularly?   |                   |                          |
| Is there time allocated for teachers to actively use screening data to plan for instruction?              |                   |                          |
| Are systems and structures in place to collect diagnostic information on students to inform intervention? |                   |                          |
| Is the progress of students who are at-risk regularly monitored?  |                   |                          |
| Is there a systematic and structured process for making decisions at the individual student level?        |                   |                          |
| Is there a systematic and structured process for making decisions at the group level?                     |                   |                          |
| Is there a systematic and structured process for making decisions at the classroom level?                 |                   |                          |
| Is there a systematic and structured process for making decisions at the grade level?                     |                   |                          |
| Is there a systematic and structured process for making decisions at the building level?                  |                   |                          |

Date: \_\_\_\_\_ Team Members: \_\_\_\_\_

| <b>Grade Level Teams</b>   |                   |                          |
|--|-------------------|--------------------------|
|  | <b>Yes<br/>No</b> | <b>Notes and Details</b> |
| Are the objectives and purpose of the grade level teams clearly articulated and documented?                              |                   |                          |
| Do grade level teams meet at least twice a month?  |                   |                          |
| Is the principal involved in grade level teams?  |                   |                          |
| Is there a standard agenda for grade level team meetings?  |                   |                          |
| Is there a consistent format to develop actions?   |                   |                          |
| Are team roles clearly defined?  |                   |                          |
| Are there consistent communication structures for communication regarding students receiving Tier 2 and Tier 3 supports? |                   |                          |
| Does the above communication structure include ways to keep parents informed?  |                   |                          |

## Problem-Solving Teams

Date: \_\_\_\_\_ Team Members: \_\_\_\_\_

| Problem-Solving Teams   |           |                   |
|---|-----------|-------------------|
|   | Yes<br>No | Notes and Details |
| Do problem-solving teams meet on a weekly basis?  |           |                   |
| Have staff been provided professional learning about the problem-solving process?                               |           |                   |
| Is the principal involved in the problem-solving process?   |           |                   |
| Are problem-solving team roles well defined?  |           |                   |
| Is there a structured documentation system for problem-solving?   |           |                   |
| Is there a structured process for communicating information from problem-solving meetings to grade level teams? |           |                   |