**LDC Classroom Visit Look-Fors**

Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Visitor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_\_\_\_\_ Content: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time In/Out: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Domain** | **In the classroom** | **Evidence** |
| **Planning and Preparation***TPGES:**1A, 1C, 1E, 1F* | * It is evident the teacher has used backwards planning to determine big picture goals for what students should know and be able to do
* It is clear (to the teacher/classroom visitor) how today’s lesson/mini-task is tied to the end learning goal
* Task/end learning goal uses appropriate texts
* Learning Target is posted and connected to the end learning goal
* Teacher differentiates to address the needs of students at both ends of the spectrum
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| **Classroom****Environment***TPGES:**2A, 2B, 2D* | * Teacher communicates expectations (visual, verbal, etc.) for high quality student work
* Teacher establishes/has established protocols and procedures for classroom discussions and collaboration
* Students are comfortable expressing ideas and opinions and show respect for other ideas during class discussion/debate
* Evidence of student choice in task, texts, or instructional strategy (either during the lesson, previously, or upcoming)
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| **Instruction***TPGES:**3A, 3C, 3D* | * Task/end learning goal is visible, and teacher is intentional about connecting today’s learning target and lesson/mini-task to that end learning goal (clear to the students)
* Teacher facilitates interactive/engaging instruction that leads students to content mastery
* Teacher uses instructional strategies that support all students to read critically and understand text
* Teacher uses mini-tasks/mini-lessons to scaffold instruction leading to completion of the task
* Teacher assesses student progress throughout the lesson
* Teacher models/evidence of teacher modeling
* It is clear that students understand the criteria for quality work (verbal, modeled, use of rubric, etc.)
* Students and teacher use criteria to analyze work
* Teacher uses multiple instructional formats (e.g. independent student work, guided instruction, collaboration with peers, etc.)
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