**LDC Classroom Visit Look-Fors**

Date Teacher: Visitor

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain** | **In the classroom** | **Yes** | **No** | **N/A** | **Comments** |
| **Planning and Preparation** | Task is “good to go” (clear, focused, based in the content standards, multiple texts, etc.) |  |  |  |  |
| Task uses an appropriate text |  |  |  |
| Learning Target is posted and connected to the task |  |  |  |
| It is clear how today’s lesson/mini-task is tied to the task |  |  |  |
| Teacher differentiates to address the needs of students at both ends of the spectrum |  |  |  |
|  | 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) |  |  |  |
| **Instruction**\*depending on the timing of the visit within the module, some look-fors may not be expected. N/A indicates that a look-for was not observed; it does not indicate a deficiency in instruction. | Task is visible, and teacher is intentional about connecting the lesson/mini-task to the task. |  |  |  |  |
| 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 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.) |  |  |  |