



# SCUC-ISD Learning Framework Instructional Look Fors Walkthrough Form 2021-2022

Staff:	Appraiser:
Date:	Time (Start & End Time):
Grade:	Content/Subject:
Resource: <a href="#">Instructional Look Fors Defined</a>	

## Aligned Curriculum and Assessment

Curriculum and assessment are aligned to national, state, and local standards to ensure students have access to the skills and knowledge necessary to be successful.

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| <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Learning targets</b> are aligned to the standards. (1.1 Standards)</li><li><input type="checkbox"/> <b>Student learning activities</b> are aligned to the learning target. (1.1 Standards)</li><li><input type="checkbox"/> Teacher formatively <b>assesses students and adjusts instruction</b> in real-time. (1.2 Data/1.3 Knowledge of Students/2.5 Monitor &amp; Adjust)</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Specific and timely feedback</b> is consistently provided to students. (2.3 Communication)</li><li><input type="checkbox"/> <b>Questioning strategies</b> used are open-ended and guide students to the appropriate depth of thinking. (1.4 Activities/2.3 Communication)</li><li><input type="checkbox"/> Instructional strategies and activities require students to appropriately <b>use academic language/vocabulary</b>. (2.1 Achieving Expectations)</li></ul> |
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Evidence:

## Learner-Centered Environment

A learner centered environment is tailored to student needs and interests, with clearly articulated and taught expectations. Instruction focused on learner needs provides equitable access to the curriculum so every student is given an opportunity for success.

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| <ul style="list-style-type: none"><li><input type="checkbox"/> Learning activities provide students with opportunities to <b>listen, speak, read, and write</b> to extend their thinking. Check all that apply: (2.1 Achieving Expectations; 2.2 Content Knowledge and Expertise; 2.3 Communication; 2.4 Differentiation; 2.5 Monitor and Adjust)<ul style="list-style-type: none"><li><input type="checkbox"/> accountable talk (e.g., partner talk, collaborative/cooperative learning, think-pair-share strategies)</li><li><input type="checkbox"/> critical reading (e.g., applying metacognitive reading strategies)</li><li><input type="checkbox"/> critical writing (e.g., the process articulating critical thinking and providing evidence to support our thinking)</li></ul></li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Instructional strategies and structures help to <b>facilitate collaboration and/or participation</b> for all students. (1.4 Activities; 2.1 Achieving Expectations; 2.3 Communication)</li><li><input type="checkbox"/> Instructional strategies and activities incorporate student <b>interest, choice and voice</b>. (1.3 Knowledge of Students, 2.1 Achieving Expectations, 2.4 Differentiation)</li><li><input type="checkbox"/> Evidence of student <b>goal setting and self-monitoring of progress</b>. (1.2 Data, 2.1 Achieving Expectations)</li></ul> |
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Evidence:



### Relevant and Flexible Pedagogy

Relevant and flexible pedagogy incorporates a variety of instructional models reflective of the diverse student population. Real-world connections and cultural inclusivity create relevant learning experiences.

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| <ul style="list-style-type: none"><li><input type="checkbox"/> Learning activities are <b>differentiated</b> to meet student needs (1.4 Activities/2.4 Differentiation)</li><li><input type="checkbox"/> <b>Small group instruction</b> is used to meet the individual needs of students. (1.4 Activities/ 2.4 Differentiation)</li><li><input type="checkbox"/> <b>Technology</b> is used as a tool to provide differentiated learning and enhances the mastery of the learning target (e.g., students are encouraged to create their own product) (1.1 Standards, 1.4 Activities, 2.4 Differentiation)</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Use of varied instructional methods to <b>scaffold instruction</b> provide opportunities for students to access the learning: (Check all that apply): (1.4 Activities/2.2 Content Knowledge &amp; Expertise)<ul style="list-style-type: none"><li><input type="checkbox"/> Clear, explicit information and instructions (2.2 Content Knowledge &amp; Expertise)</li><li><input type="checkbox"/> Explicit modeling includes a clear example of a skill or strategy (2.2 Content Knowledge &amp; Expertise)</li><li><input type="checkbox"/> Real-world connections (1.3 Knowledge of Students)</li><li><input type="checkbox"/> Visual representations and/or realia (1.4 Activities)</li><li><input type="checkbox"/> Use of manipulatives and/or hands on learning (1.4 Activities)</li><li><input type="checkbox"/> Collaborative learning opportunities (2.3 Communication)</li><li><input type="checkbox"/> Connecting background knowledge/prior learning/experiences (1.3 Knowledge of Students)</li><li><input type="checkbox"/> Culturally relevant and inclusive material (1.3 Knowledge of Students)</li><li><input type="checkbox"/> Academic discourse to deepen thinking and processing of information (2.3 Communication)</li><li><input type="checkbox"/> Opportunities for different types of thinking (2.2 Content Knowledge &amp; Expertise)</li><li><input type="checkbox"/> Integrates learning with other disciplines (2.2 Content Knowledge &amp; Expertise)</li></ul></li></ul> |
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Evidence:



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## Safe and Caring Environment

A safe and caring environment is one that has clear expectations, structure, and boundaries that are consistent and appropriate for the age/grade of the learner.

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| <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Clear routines and expectations</b> maximizes the use of instructional time and supports learning. (3.1 Classroom Environment)</li><li><input type="checkbox"/> Teacher interaction with students encourages <b>continued engagement</b> with the learning. (2.5 Monitor &amp; Adjust, 3.3 Classroom Culture)</li><li><input type="checkbox"/> The environment allows for <b>collaborative interactions</b> between students. (2.3 Communication, 3.3 Classroom Culture)</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> There is more frequent <b>acknowledgement of appropriate behaviors than inappropriate behaviors.</b> (2.5 Monitor &amp; Adjust, 3.2 Managing Student Behavior)</li><li><input type="checkbox"/> Students take <b>initiative and voluntarily contribute</b> to the learning (e.g., discussions, asking questions, etc.). (2.1 Achieving Classroom Expectations, 3.3 Classroom Culture)</li></ul> |
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Evidence:

## Final Comments & Feedback

Summary/Reflections:

Opportunities: