James Madison Middle School Rigorous Standard Based Instruction Classroom Walk Through Instrument

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|  | **Not Addressed** | **Emergent** | **On Target** | **Full Implementation** |
| **Lesson Delivery** | * There is no Evidence of Standard
 | * The lesson delivery addresses the standard.
* The teacher is using content vocabulary according to standard.
* Students are passively engaged in the lesson.
 | * The lesson delivery addresses the standard.
* The teacher and students are using content vocabulary according to standard.
* Instruction is delivered with urgency and with seamless transitions (refer to instructional framework).
* The teacher embeds the ELA Shifts and/or Mathematical Practices into the lesson delivery as appropriate.
 | * The lesson delivery addresses the standard.
* The teacher and students are using content vocabulary according to standard.
* The appropriate cognitive complexity level of the standard is reached.
* Instruction is delivered with urgency and with seamless transitions.
* The students use appropriate ELA Shifts and/or Mathematical Practices in the lesson to demonstrate mastery of the standard.
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| **Tasks are Aligned** | * Students are not demonstrating progress towards standards in performance tasks. Rather, they are passive selectors of correct answers.
 | * The teacher designs performance tasks that require students to show evidence of the standards.
 | * Students can explain how performance tasks show evidence of the standards they are working on.
* Tasks include opportunities for student collaboration and accountable talk.
 | * Teachers ensure that performance tasks make connections to real world situations using ELA Shifts and/or Mathematical Practices.
* Students apply their understanding of the standards to real world situations using ELA Shifts and/or Mathematical Practices.
* The teacher orchestrates conversation and implements tasks that incorporate accountable talk to show, tell, explain, and prove reasoning regarding understanding of the targeted standard.
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| **HOTS/High-Quality Questions** | * The teacher poses a limited number of questions and they are low level.
 | * The teacher poses questions and problems designed to check for understanding but does not address the complexity level of the standard.
 | * The teacher poses high quality questions and problems designed to promote critical, independent, and creative thinking (How? Why?) aligned to the standard.
* Teacher adjusts questioning based on student responses.
 | * Students ask and answer high quality questions and solve problems designed to promote critical, independent, and creative thinking aligned to the standard.

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| **Formative Assessment:**MC\_\_\_\_\_\_\_\_Written\_\_\_\_\_\_\_Multi Res\_\_\_\_\_ | * No formative assessment is evident.
 | * Formative assessments are not aligned to the standard.
* Checks for understanding are limited to few students.
 | * The teacher uses formative assessments throughout the lesson to check for understanding or mastery of the standard.
* The teacher checks for understanding of all students.
 | * The teacher uses formative assessments throughout the lesson to check for understanding or mastery of the standard.
* The teacher checks for understanding of all students.
* The teacher makes adjustment to instruction based on student response to the formative assessments.
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| **Differentiates Instruction** | * No DI is evident in lesson.
 | * Teacher DI (content, product, or process) is not data driven or not aligned to the standard.
 | * Teacher DI (content, product, or process) based on student needs (data) in progression towards mastery of the standard.
 | * Teacher DI (content, product, or process) based on student needs (data) in progression towards mastery of the standard.
* Teacher DI is embedded into classroom culture.
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| **PBIS Culture** | * No PBIS is evident
 | * Limited evidence of PRIDE expectations observed.
* Missed opportunities for modeling/re-teaching PRIDE.
 | * 4-5 positively stated rules/agreements/norms tied to expectations (PRIDE) posted where all can see.
* Students consistently follow established procedures or modeling/re-teaching of behaviors is evident.
 | * Dreambucs are used to provide positive reinforcement to students.
* Students can explain how Dreambucs are utilized in the classroom.
* 4-5 positively stated rules/agreements/norms tied to expectations (PRIDE) posted where all can see.
* Students consistently follow established procedures or modeling/re-teaching of behaviors is evident.
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|  | **Observations** | **Goals** |
| **Lesson Delivery** |  |  |
| **Tasks are Aligned** |  |  |
| **HOTS/High-Quality Questions** |  |  |
| **Formative Assessment** |  |  |
| **Differentiates Instruction** |  |  |
| **PBIS Culture** |  |  |