

## Improving Core Instruction Figuring out “the Why”

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

Curriculum		
	Yes 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?		

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

<b>Instruction</b>		
	<b>Yes 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.**

	Yes No	Notes and Details
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?		

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<b>Assessment</b>		
	<b>Yes 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 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 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?		