



Classroom“look for” Document 2022-2023

To emphasize our district initiatives, teachers and administrators will focus observation work associated with the Educator Growth system around the nine indicators identified below. Clicking each link in the table below will bring you to a more comprehensive description of the named indicator.

These indicators were selected to highlight the work necessary to enact our [equity goals](#) and ensure all students have access to effective instruction with assignments and assessments that focus on [deeper learning](#) and tasks of high cognitive demand. Teacher leaders (mentors, coaches, consulting teachers, PGT facilitators, etc.) should be working with their colleagues to enhance skill sets in these areas. Administrators will do the same. We will all be working **throughout the year** to ensure administrators and teachers have a shared lens of this growth mindset as we all grow in our ability to help all students succeed. Think of this as a year-long deeper learning experience for all of us. Although these are focus areas, evaluators may choose to provide feedback on other areas where growth is determined to be a priority for a particular educator(s).

This document is intended to be a **guide only** (not a checklist!) to help frame educators’ visions of high quality classroom instruction. It is in no way a comprehensive list of effective practices nor is it implied that all practices are appropriate in all contexts at all times. We recognize teaching to be a highly complex craft; the necessary aspects of which can’t possibly be rendered in any summary.

This document was adapted from the RPS Deeper Learning Definition and the Massachusetts DESE Culturally Responsive LOOK-FORS which can be found at this [link](#). Adjustments were made to align the document with the RPS Educator Evaluation Rubric and to include aspects of Standards III and IV.

This document also adopts the ideas of Zaretta Hammond from her *Ready for Rigor Framework* which can be found [here](#):

Indicator IA: Curriculum and Planning
Indicator 1B: Assessment
Indicator 1C: Analysis
Indicator 2A: Instruction
Indicator 2B: Learning Environment
Indicator 2C: Cultural Proficiency
Indicator 2D: Expectations
Indicator 3A: Engagement
Indicator 4C: Collaboration

Indicator IA: Curriculum and Planning

Descriptor: The educator knows their subject matter well. They have a good grasp of child development and how students learn by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that students are able to make and assess evidence-based claims and arguments. The educator adapts as needed and implements effective and rigorous standards-based units of instruction with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula. **In practice:**

The educator(s):

- incorporates predictable and discovered student misconceptions into planning
- plans opportunities for student revision/re-takes in the calendar of a course
- plans lessons on the revision process and models effective strategies for incorporating feedback.
- uses school/district constructed course curriculum maps including Power Standards, Learning Targets, Proficiency Statements, Rubrics and Exemplars
- communicates objectives, learning targets, and proficiency rubric to students
- grounds lessons in the purpose of the learning and content and to real-life experiences
- plans tasks according to a shared understanding of taxonomies of learning ([Bloom/Webb](#))
- plans differentiated tasks based on student achievement and performance data

The students:

- demonstrate they are doing most or all of the thinking in the lesson
- work well collaboratively in flexible groupings
- reflect on their learning with limited teacher prompting
- use precise, academic vocabulary
- interrogate the sources, perspectives, and biases of the text
- read, write, and discuss content that demonstrates comprehension of content from various perspectives
- understand the “why” of math procedures, demonstrating a conceptual understanding

Indicator 1B: Assessment

Descriptor: The educator analyzes results from a variety of informal and formal assessments to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction. **In practice:**

The educator(s):

- designs [summative assessments](#), including projects and performance assessments that are explicitly aligned to proficiency-based learning targets
- checks for understanding to identify content with which students are struggling
- collects meaningful data throughout the lesson on student understanding
- asks responsive questions which are framed to elicit student understanding and/or reasoning
- provides a variety of ways for students to demonstrate learning

The students:

- voluntarily articulate current conceptions and confusions during instruction
- respond to questions in ways that either demonstrate conceptual understanding or surface misconceptions
- persist in attempting to achieve conceptual understanding after struggling

Indicator 1C: Analysis

Descriptor: The educator analyzes data from assessments and engagements with students to draw conclusions about progress and achievement, and shares these conclusions with appropriate stakeholders. **In practice:**

The educator(s):

- uses data to refine instruction, provide targeted scaffolded supports and opportunities to accelerate learning, when needed
- uses the data to co-create student learning goals
- provides in-the-moment feedback to students
- adjusts tasks to meet the needs of individual learners to demonstrate mastery of skill
- highlights and provides support for students to work through common misconceptions

The students:

- self-assess their learning and progress
- advocate for themselves when they need additional supports, and can explain specifically where they need support
- provide feedback to the teacher on their learning and experience in the class
- regularly receive and effectively process academic feedback from the teacher that is actionable

Indicator 2A: Instruction

Descriptor: The educator consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson. Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners. **In practice:**

The educator(s):

- facilitates a variety of learning experiences aligned to students' needs, including a mix of direct instruction, educator modeling or think-alouds, and collaborative student work
- provides opportunities for students to connect new content to culturally relevant examples and metaphors from their daily lives
- provides authentic opportunities to process content by teaching students cognitive routines that help them monitor their own learning
- provides explicit support and instruction to the development of habits of work
- uses activators to engage interest and curiosity
- uses a variety of strategies to engage students in learning including investigation/inquiry, webquests, games, blended learning through technology, labs, problem-based tasks, performance tasks, use of manipulatives, and use of multi-sensory materials
- assigns [performance-based tasks](#) that are both of and for learning
- uses a variety of grouping structures based on need including individual, large group, and small-group instruction

The students:

- work collaboratively in flexible groupings
- reflect on their learning with limited teacher support
- understand and can articulate the purpose of the lesson and unit
- can access the content and achieve the learning targets
- demonstrate gradual progress toward grade-level learning targets
- read, write, and discuss content that demonstrates comprehension of content from various perspectives
- build their own positive identities as learners in the classroom
- do most or all of the thinking in the lesson
- ask questions about what they are learning
- actively and curiously participate in their own learning through questioning

Indicator 2B: Learning Environment

Descriptor: The educator uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment that values diversity and where students take academic risks, challenge themselves, and claim ownership of their learning. Behaviors that interfere with learning are prevented. **In practice:**

The educator(s):

- effectively implements classroom rituals and routines to support a culture of learning
- take responsibility to reduce students' social-emotional stress from stereotype threat and [microaggressions](#)
- intentionally instructs students in routines and strategies for collaboration
- incorporates methods of discussion and oral tradition including stories, small and whole-group academic discourse, socratic seminar, and debate
- educators and students form one-on-one connections and relationships
- uses [Restorative Practices](#) and/or SEL techniques to build community or resolve conflict
- provides students choice, voice and agency in learning, including different students doing different things at the same time
- establishes routines and classroom norms that foster growth mindset and normalize learning from failure
- engages students in [cogenerative dialogues](#) to reflect on and gather feedback about the class experience
- uses [formative assessments](#) and feedback to increase intellectual capacity

The students:

- engage appropriately to collaborate and work in groups through shared small group tasks, jigsaws, stations, carousels, etc.
- engage in learning around communal (sociocultural) talk and task structures
- build their own positive identities as learners in the classroom
- do most or all of the thinking in the lesson
- collaborate with one another
- ask questions about what they are learning
- actively and curiously participate in their own learning through questioning
- take academic risks
- engage with peers respectfully
- enthusiastically engage in productive struggle
- support one another's learning and well-being without prompts from the teacher
- take ownership of and demonstrate investment in the classrooms' norms, routines, and procedures
- show joy and curiosity

Indicator 2C: Cultural Proficiency

Descriptor: The educator actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected. **In practice:**

The educator(s):

- ❑ forms one-on-one connections and relationships with and among students across difference
- ❑ employs routines, rituals and community formation practices that incorporate student identity into the development of classroom culture
- ❑ considers student interests and learning styles to plan diverse, developmentally appropriate tasks
- ❑ provides opportunities for students to engage with a variety of texts (genre, content, perspective)
- ❑ names what is not known and demonstrates critical analysis of text
- ❑ spotlights artifacts that connect to students' experiences, cultures, and identities
- ❑ creates a respected learning environment where students are consistently challenged and are comfortable taking risks
- ❑ uses learning materials that represent and foster students' cultural identities
- ❑ leverages opportunities to build students' [socio-political awareness](#) (e.g., creates space to discuss how individuals from different communities and identities might relate to the content)
- ❑ communicates warmth and mutual respect in interactions with students

The students:

- ❑ engage appropriately to collaborate and work in groups through shared small group tasks, jigsaws, stations, carousels, etc.
- ❑ engage in learning around communal (sociocultural) talk and task structures
- ❑ read, write, and discuss content that demonstrates comprehension of content from various perspectives
- ❑ engage with peers respectfully
- ❑ enthusiastically engage in productive struggle
- ❑ support one another's learning and well-being without prompts from the teacher
- ❑ take ownership of and demonstrate investment in the classrooms' norms, routines, and procedures

Indicator 2D: Expectations

Descriptor: The educator plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students. They clearly communicate high standards for student work, effort, and behavior, and consistently reinforce the expectation that all students can meet these standards through effective effort, rather than innate ability. **In practice:**

The educator(s):

- makes connections between habits of work, academic achievement, and learning
- implements a revision process that uses feedback on student performance and reteaching when necessary
- designs lessons to meet a grade-level learning target
- communicates clear, co-created classroom norms, routines, procedures, and expectations about teacher and student roles for each activity
- clearly explains the purpose of the lesson, activities, and follow-up questions to student responses
- provides adequate wait time to allow students to process and answer questions
- provides scaffolds and supports based on student data, as opposed to preconceived notions and/or biases
- provides opportunities for students to share their thinking, including those who are not volunteering to participate
- provides positive feedback to encourage student effort
- provides frequent checks for understanding
- holds students accountable for their learning
- challenges students to analyze complex texts and creates tasks that allow them to think critically and examine context, credibility and bias
- exposes students to unfamiliar tasks to assess conceptual understanding

The students:

- makes connections between habits of work, academic achievement and learning
- understand and can share the learning target and its purpose
- engage in collaborative dialogue and learning
- ask questions to support their own learning
- engage in productive struggle
- use precise, academic vocabulary
- create, ask and answer text-dependent questions
- explore and ask questions about multiple perspectives to uncover assumptions and biases in the text
- understand the “why” of math procedures, demonstrating a conceptual understanding

Indicator \ 3A: Engagement

Descriptor: The educator welcomes and encourages every family to become active participants in the classroom and school community. **In practice:**

The educator(s):

- endeavors to understand best ways to communicate with each student and their caregiver(s)
- routinely contacts caregivers to engage them in their child's learning
- specifically communicates to the student and the caregiver if any academic concerns emerge
- persists in efforts to engage caregivers and seeks administrative support if unable to make contact
- uses Lionbridge to connect with caregivers who prefer communication in their first language
- maintains an up-to-date gradebook with accurate representations of current academic standing so caregivers and students can monitor progress
- welcomes caregiver input on ways to improve student outcomes
- relays any concerns of social/emotional issue to caregivers and suggests any appropriate school resources
- promptly responds to caregiver inquiries
- helps students and caregivers understand how and when to access resources like guidance counselors, social workers, the school nurse, administrators, SROs

The students:

- recognize the relationship between the teacher(s) and their caregivers as collaborative
- expect their teacher will communicate challenges in their performance or behavior to their caregivers
- describe the relationship among their teacher, their caregiver(s), and themselves as respectful
- recognize the relationship between their teacher(s) and caregiver(s) as focused on the student's own best interests
- demonstrate greater accountability for their own behaviors, level of effort, and habits of work

Indicator 4C: Collaboration

Descriptor: The educator collaborates effectively with colleagues on a wide range of tasks. **In practice:**

The educator(s):

- [engage fully](#) in professional development sessions including PGT sessions, Director Meetings, Principal Meetings, coaching sessions, etc.
- collaborate to develop differentiated materials
- collaborate to develop appropriate interventions for struggling students
- collaborate to develop effective extension work for students who demonstrate high achievement rates
- discuss data to strategize ways to improve student outcomes
- accurately reflects on their own practice and embraces ideas from colleagues as opportunities to expand their skill set
- understands the [growth mindset](#) as applying to all individuals, including themselves, and embraces change as a necessary precursor to improvement
- seeks opportunities to expand their repertoire of instructional methods by working with others
- applies new learning from professional development sessions to daily practice

The students:

- see all teachers as partners in each student's individual growth and development
- observe the symmetry between student learning experiences and teacher learning experiences
- observe growth mindset among teachers as they collaborate