

Learning Loss Support – Instructional Awareness Checklist

1. CI-1: The instructor uses curriculum documents and artifacts aligned to the intended rigor of the standards to effectively guide classroom instruction.

- Posted learning targets, EQs, curriculum standards, subject-related informational posters, student work exemplars, & lesson plans (if available)
- Verbalized learning targets (LT) in the classroom; the success criteria for mastering the LT are understood
 - Not observed
 - Somewhat evident
 - Evident
 - Very evident
- Instructional materials are aligned to skills and rigor outlined in standards and learning targets
 - Not observed
 - Somewhat evident
 - Evident
 - Very evident

2. CI-2: The instructor uses evidence-based instructional practices to promote active student learning in the classroom.

- Effective lesson planning & instructional strategies supported by evidence-based interventions and differentiation
 - Not observed
 - Somewhat evident
 - Evident
 - Very evident
- Strategies included opportunities for student to think critically, write, and discuss using grade-level appropriate and standards-based vocabulary
 - Not observed
 - Somewhat evident
 - Evident
 - Very evident



3. CI-2: The instructor builds student capacity to self-monitor their academic progress.

- Scoring rubrics, mastery checklists, self-efficacy strategies, & student progress monitoring tools, i.e. interactive data walls
 - Not observed
 - Somewhat evident
 - Evident
 - Very evident
- When asked, students can articulate what they are learning, what the expectations are for the learning task, and how it connects to previous learning.
 - Not observed
 - Somewhat evident
 - Evident
 - Very evident

4. CI-3: The instructor uses formative assessments (oral and/or written) to monitor learning and to inform instruction.

- Effective Q & A session, quizzes, ticket-out-door slips, think-pair-share, journaling, clickers, or interactive assessments activities that drive the instruction
 - Not observed
 - Somewhat evident
 - Evident
 - Very evident
- The assessment strategies are used throughout the lesson in addition to aggressively monitoring student work sessions
 - Not observed
 - Somewhat evident
 - Evident
 - Very evident

5. SLE-1: The instructor establishes and implements rules, schedules, practices, and procedures within the classroom to maximize student learning.

- Posted and/or verbalized classroom rules & procedures that create a positive learning environment for all students
 - Not observed
 - Somewhat evident
 - Evident
 - Very evident

