

ALM Classroom Look-fors

Below outlines the indicators with sample look-fors.

Indicators	Look-fors
The teacher intentionally designs instruction in which:	
All students engage in structured student-to-student dialogue to build and/or deepen content knowledge.	<ul style="list-style-type: none"> ● Are students familiar with the structures and/or provided with sufficient scaffolding to be successful with the strategy? ● Do students come to discussions prepared for content conversations? ● Do students take turns speaking and listening purposefully to one another during conversations focused on the content of the lesson? ● Are students using strategies that enable everyone’s contribution? ● Do students probe and challenge one another to think more deeply about the content? ● Are students asked to apply relevant T&L practices as both a speaker and a listener?
All students engage in deepening their understanding of vocabulary in the context of learning content.	<ul style="list-style-type: none"> ● Are students engaged in strategies that support them in using content vocabulary explicitly and intentionally? ● Are students using vocabulary for authentic and meaningful purposes? ● Are students tracking their vocabulary so they can revisit and refine their understanding of words? ● Are students engaging in the analysis of vocabulary through morphological awareness (e.g., roots, prefixes, suffixes)? ● Is there evidence of intentional vocabulary instruction through use of current Interactive Word Walls, Alphablocks, Frayer/4 Square Adaptation, etc.?
All students use writing as a learning process.	<ul style="list-style-type: none"> ● Are students familiar enough with the writing process to use the time efficiently, or are they provided additional scaffolding to be successful? ● Are students asked to reflect on prior knowledge, make connections between previous learning and new learning, and/or organize their thinking? ● Are students using writing to process new information? ● Are students self-assessing their writing to check for understanding of the content and to identify learning needs? ● Are students sharing what they have written with peers to refine their thinking?



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<p>All students read text that is grade-level, varied, and relevant.</p>	<ul style="list-style-type: none"> • Do students receive instruction with grade-level text(s)? • Is the text relevant and connected to the unit of study? • Are texts culturally relevant? • Are students given a choice of texts? • Are students presented with content that represents a variety of text types (charts, graphs, visual art, music, media, poems, stories, informational, etc.)?
<p>All students interact with text to increase their comprehension before, during, and after reading.</p>	<ul style="list-style-type: none"> • Are students aware of the purpose for the reading? • Does the teacher provide a strategy/process for students to activate prior knowledge before reading? • Are students provided with strategy/process during reading to help with comprehension of text? • Are students provided with a strategy/process to summarize, question, reflect on, discuss, and respond to text? • Are students reading for details or for understanding?
<p>Literacy subdomains are strategically paired to enhance student learning.</p>	<ul style="list-style-type: none"> • Are students reading, writing, speaking, and listening focused on the relative content/vocabulary of the lesson? • Are strategies coupled so that students can process information through multiple subdomains? • Do the strategies successfully complement the goals of the lesson?
<p>All students have equitable access to learning (classroom discussions, activities, resources, and support).</p>	<ul style="list-style-type: none"> • Do all students have access to current and relevant learning resources (e.g., computers, texts, calculators, lab equipment, art supplies, paper, writing utensils, etc.)? • Do all students access materials with ease (showing routine usage)? • Does the teacher provide differentiated scaffolds and supports to students as needed? • Is the classroom environment inclusive of all students?
<p>Scaffolding supports students in using strategies effectively.</p>	<ul style="list-style-type: none"> • Are students familiar with instructional routines so they are able to focus on thinking rather than understanding processes? • Does the teacher model the use of strategies before releasing students to use it independently? • Does the teacher monitor student progress, providing additional support as needed?

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<p>Open-ended, higher cognitive level questions engage students learning content.</p>	<ul style="list-style-type: none"> ● Does the teacher ask open-ended and probing questions that require students to think at higher levels? ● Are structures in place for students to collaboratively discuss answers before sharing whole group? ● Are structures in place that encourage students to ask questions of one another and/or the teacher?
<p>Questioning practices that allow for think time, equitable opportunity, and constructive responses.</p>	<ul style="list-style-type: none"> ● Are structures in place for students to ask and/or refine questions? ● Are students provided think (and ink) time to formulate answers and/or questions about content? ● Does the teacher call on a variety of students to respond to questions?
<p>Success criteria are provided and referenced.</p>	<ul style="list-style-type: none"> ● Are current rubrics or standards referenced or posted? ● Do students use the language of the criteria to revise/refine their work? ● Does the teacher draw attention to a specific aspect of the success criteria that students are working on? ● Do students reference a rubric as they give each other feedback?
<p>Formative and constructive feedback is provided by the teacher and/or students.</p>	<ul style="list-style-type: none"> ● Does the teacher provide routine opportunities for students to receive both formative and constructive feedback on their learning from one another? ● Is the feedback provided in a timely manner? Corrective? Criterion-referenced? ● Does the teacher circulate the room to monitor learning and provide just in time formative and constructive feedback?
<p>All students have the opportunity to revise their work/thinking throughout the learning process.</p>	<ul style="list-style-type: none"> ● Do students use feedback from the teacher or other students to revisit their previous work or thinking? ● Are students given the opportunity to self-assess throughout the learning process? ● Are drafts and mistakes seen as stepping stones, with students encouraged to edit and rewrite throughout projects? ● Do class activities allow for exploration and iteration, with students checking their understanding before finalizing work?



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<p>Thinking and Learning practices are explicitly taught, reviewed, modeled, expected, and/or reflected upon.</p>	<ul style="list-style-type: none"> • Are thinking & learning practices posted and referenced? • Does the teacher model and/or provide examples for the Thinking & Learning Practices relevant to the lesson? • Do students have and access the Thinking & Learning Student Framework handout? • Do students have and use the Thinking & Learning Quick Reference Tool?
<p>Students Build Community through the practices of Presume Positivity, Pause, Actively Listen, and/or Take Notice.</p>	<ul style="list-style-type: none"> • Is the classroom environment a welcoming climate for a variety of student perspectives and interactions? • Are students able to identify specific actions they can do to make the practices visible for themselves, their peers, and others in the classroom? • Do students presume positivity, pause, actively listen, and/or take notice? • Do students use/reference the Thinking & Learning Framework Quick Reference Tool?
<p>Students Contribute Knowledge through the practices of Provide Evidence, Pose Questions, Clarify Understanding, and/or Share Ideas.</p>	<ul style="list-style-type: none"> • Do students know the explicit actions they need to take to effectively participate in classroom activities that engage them in contributing knowledge? • Do students provide evidence, pose questions, clarify understanding, and/or share ideas? • Do students use/reference the Thinking & Learning Framework Quick Reference Tool?
<p>Students Think Critically through the practices of Identify Patterns, Construct Counterclaims, Make Inferences, and/or Synthesize Ideas.</p>	<ul style="list-style-type: none"> • Do students understand the critical thinking tasks they are being asked to participate in? • Do students identify patterns, construct counterclaims, make inferences, and/or synthesize ideas? • Do students use/reference the Thinking & Learning Framework Quick Reference Tool?