

# Miami-Dade County Public Schools Instructional Classroom Visitation Log Monitoring Guide

Indicator
<b>I. Instructional Culture and Environment</b>
Teachers follow instructional pacing guides that are aligned with the Common Core and NGSSS.
Teachers analyze data from ongoing assessments (baseline, monthly, mini, and mid-year) to determine student levels of deficiency and proficiency on annually benchmarks for all subject areas.
Teachers maintain accurate, complete and updated documentation, (data binders), of student data for all assessment.
Monitoring tools are utilized to track student progress on assessments. This data is maintained as a basis for providing specific levels of differentiated instruction.
Teachers meet with administration and/or instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for deficient students and enrichment for proficient students.
Essential Questions are written in high cognitive language using Depth Of Knowledge (DOK), and referred to during every lesson to build connections between activities and learning.
Teachers share lesson ideas and evaluate the effectiveness of lesson planning and delivery through common planning time, the Lesson Study Process, and Professional Learning Communities (PLCs)
Classrooms utilize a common board configuration that includes a Date, Benchmark, Objective, Agenda, Bell Ringer, and Homework.
Indicator
<b>II. Lesson Delivery</b>
Instructional delivery is designed to address the various needs, interests, learning style, and abilities of individual students.
Based on individual student needs, students are actively engaged in varied partner, triad, quad, and/or small group activities that reinforce or enhance skills on previously taught content.
During individual or group activities, teachers simultaneously provide intensive, maintenance and enrichment instruction to rotating groups of students, or to individual students based on individual needs indicated by data reports.
Based on individual student needs, teachers employ unit menus (i.e., an array of project choices) leveled tasks (i.e., a series of tasks at a consistent cognitive level), and/or tiered learning activities (i.e., a series of related tasks of varying complexity) as alternative ways of mastering the same benchmark.

Tasks follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge.
Tasks and assessments meet each benchmark's Cognitive Complexity rating (i.e ., low, moderate, or high).
Teachers model higher order thinking skills using "think-a-louds" to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge, reading analogies, clarifying confusing points, and/or making/revising predictions.
Questioning strategies are designed to promote critical, independent, and creative thinking.
Questioning techniques require students to compare, classify, analyze different perspectives, induce, investigate, problem solve, inquire, research, and to make decisions.
Teachers use inquiry methods to promote conceptual change and a deeper understanding of the content.
Questioning strategies are designed to promote critical, independent, and creative thinking.
Teachers provide direct and explicit instruction and comprehension strategies to improve students' reading comprehension (summarizing, paraphrasing, question generation, finding the main idea, text structures).
Teachers follow an instructional delivery model that includes explicit instructions, modeled instructions, guided practices, and independent practices as well as a lesson assessment.
School administrators and teachers target interventions for individual students in AYP subgroups based upon data analysis.
Scoring rubrics are generated, utilized, and visible to establish detailed expectations on lessons, assignments, essays and projects.
<b>Indicator</b>
<b>II. Student Engagement</b>
Teachers employ a variety of learning strategies that engage students in active participation, address multiple learning styles and cultural experiences, and stimulate student intellectual interest.
Teachers make adjustments in instruction (e.g., pace, modality, questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson.
Students fully participate in the learning process by asking and answering questions, attempting new approaches, making mistakes, and asking for assistance.
Students interact with other students and teachers concerning their tasks and assessment aligned with the standards.
Students participate in hands-on activities that include the use of appropriate content material and technologies.

Teachers conduct inquiry based activities, demonstrations, and/or lab experiments on a regular and consistent basis.
Students are comfortable taking part in peer-to-peer interaction while working in pairs, triads, and quads.
Teachers incorporate collaborative structures (e.g., think-pair-share) during guided practice.
Students take part in cooperative projects where each student's knowledge is needed by others in the group to complete the task.
Students are active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data.
Adequate content, technologies and developmentally appropriate materials that support students learning are neatly organized, readily available for use, and easily accessible by the teacher and all students (e.g., textbooks, workbooks, journals, novels, manipulative, measuring instruments, science lab materials, graphing calculators, and computers).
<b>Indicator</b>
<b>IV. Classroom Culture</b>
Students use content vocabulary from the interactive word wall during classroom discourse.
Classrooms display/contain literacy-rich, instructional-based visual aids and resources (e.g., interactive word walls, content posters, process posters, classroom libraries, student produced work, and project displays).
Interactive word walls are current, organized and referenced throughout instruction in ways that help students increase their vocabulary acquisition and use of content vocabulary.
Teachers incorporate vocabulary acquisition strategies (e.g., picture notes, word mapping, interactive word walls, column notes, and context clues) into their lessons.
Classrooms display exemplary student work to establish quality control expectations for various tasks and assessments (e.g., note taking graphic organizers, homework and quizzes with problem solving steps.)
Classroom schedules are followed, activities are organized, transitions between activities are smooth, and instruction is bell-to-bell.
Classroom libraries are organized by lexile levels, interest and are inviting to students. Classroom library check-out procedures are evident.
Teachers give appropriate feedback on classwork and homework.
Student work folders are used as an ongoing measure of student progress and may include student work, reports, reflections, self-assessments, and even peer-teacher assessment.