



FLORIDA DEPARTMENT OF EDUCATION
Instructional Review for Differentiated Accountability
Elements/Indicators

I. Classroom Culture and Environment

- Inviting and clear
- Conducive to learning
- Common board configuration
- Displays are literacy-rich, instructional-based
- Word walls are current, organized and utilized
- Exemplary work displayed for expectations
- Schedules followed, activities organized, transitions smooth; instruction bell to bell
- Behavioral/procedural expectations established, modeled and maintained
- Positive peer interaction expected and reinforced
- Task oriented; mutual respect and rapport

II. Instructional Tools and Materials

- Curriculum maps include scope & sequence, pacing/calendar of content
- Materials in variety of formats, research-based, and aligned with standards
- Materials/technologies organized, available and accessible
- Materials culturally and developmentally appropriate
- Supplemental materials offer breadth and depth
- Various learning styles in resource materials (auditory, visual, kinesthetic)
- Materials related to students' lives and real-life
- Technology available to teachers (e.g., projector)
- All instructors trained in technology/instructional tools

III. Lesson Planning and Delivery

- Follow pacing guide aligned with standard
- Essential Question clear and friendly and referred to during each lesson
- Standards unpacked: content, knowledge & abilities
- Lesson plans promote gradual release
- Instructional delivery is explicit, modeled, guided, independent and assessment
- Test Item Specification used
- Lesson is paced with opportunity for practice; adjustments as necessary
- Re-teaching is seamlessly integrated
- Use of PLCs and Lesson Study to share ideas and effectiveness

IV. Higher Order Questioning and Discourse

- Strategies promote critical, independent, and creative thinking
- Require students to compare, classify, analyze, induce, investigate, problem solve, inquire, research and make decisions

- Inquiry methods promote conceptual change and deeper understanding
- Higher order thinking uses "think-aloud"
- Scaffolding, pacing, prompting and probing
- Use of adequate "wait time"
- Students understand lesson and how it relates to their "real world" perspective
- Students engage in "accountable talk"
- Use of content vocabulary from word wall
- Students use variety of methods to communicate ideas and/or procedures
- Teachers promote class discussion

V. Student Engagement

- Variety of strategies to engage active participation, multiple learning styles, cultural experiences, and intellectual interest
- Units introduced with a "hook" to engage interest, culture, age, gender, etc.
- Full participation: asking/answering questions, attempting new approaches, making mistakes, and asking for assistance
- Interactions aligned with standards
- Hands-on activities
- Inquiry-based activities
- Students comfortable with peer-to-peer interaction
- Collaborative structures during guided practice
- Cooperative projects
- Active participation in developing hypotheses, designing procedures, investigation and analysis
- Adjustment in instruction (e.g., pace) based on student engagement

VI. Rigorous Tasks and Assessments

- Progression of rigor using Webb's DOK
 - Recall and Reproduction
 - Concepts/Basic Reasoning
 - Strategic Thinking/Complex Reasoning
 - Extended Thinking/Reasoning
- Cognitive Complexity
- Clear expectations for assignments (e.g., rubric)
- Accountability & feedback for all work
- Frequent formal and informal assessment
- Frequent "check for understanding" and adjustment
- Formative & Summative assessments to monitor and pace instruction
- Accurate & up-to-date data notebooks
- Performance-based assessments
- Student portfolios maintained and used
- Diagnostic assessments
- Teachers have access to real-time data



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VII. Differentiated Instruction

- Data used to differentiate instruction
- Teacher-Admin-Coach collaboration to redirect instructional focus for deficiency and remediation
- Vary level of abstractness & complexity: accommodations, modifications, and extensions
- Data driven grouping to reinforce/enhance skills
- Teachers engage intensive, maintenance, and enrichment groups
- Utilize “unit menus”, leveled tasks, and/or tiered activities
- Anchor activities used to reinforce standards/extend learning
- AYP group interventions based on data analysis

VIII. Cross Content Reading and Writing Instruction

- Ongoing professional development
- Scaffolding and support the four reading strategies: predicting, questioning, clarifying, and summarizing
- Vocabulary acquisition strategies utilized (e.g., picture notes, word mapping, etc.)
- Explicit vocabulary identified
- Use of non-fiction reading materials
- Scientific method observed in lab reports/journals
- Mathematics word problems are utilized in every lesson
- FCAT short and extended responses in all assignments
- Use of common writing process: prewriting/planning, writing/drafting, revising, editing/proofreading, and publishing

IX. Florida’s Continuous Improvement Model (FCIM)

- FAIR used to drive FCIM for reading
- FAIR BS/PMT used to identify content cluster needs
- FAIR BS/PMT used for DI/interventions
- TDI used for DI/interventions
- FAIR OPM used every 20 days
- Teachers use PMRN for gap analysis and planning
- Rate of progress observed for disaggregated groups to modify interventions
- Benchmark assessments used to focus instruction
- Math & science: FCIM calendars/mini-lessons/mini-assessments developed in PLCs
- FCIM mini-lessons explicit and used daily by all teachers
- Teachers analyze data from ongoing assessments
- FCIM data analyzed in PLCs to redirect instructional focus
- FCIM data leads to tutorial and enrichment opportunities
- FCIM maintenance strategies developed in PLCs

- School leadership monitors fidelity and evaluates effectiveness of FCIM math and science
- Data chats occur regularly between district-principal, principal-teacher, and teacher-student

X. School and District Leadership

- Systematically collect and analyze multiple types of data
- District trains school on performance appraisal instruments and is implemented with fidelity
- Comprehensive instructional monitoring process
- School and district leadership teams visible in classrooms
- School and district leadership provide guidance and modeling
- Resources allocated fairly, infrastructure organized and barriers removed
- SIP implementation fidelity monitored
- SAC receives quarterly updates on SIP and makes necessary revisions
- Master schedule shows common planning to promote Lesson Study, PLCs, and data chats
- System for shared instructional leadership is established
- Coaches activities are aligned with SIP and impact monitored through unannounced walk-throughs
- Instructional coaching responsibilities are clearly delineated from other administrative activities