



IDENTIFYING AND DEFINING INSTRUCTIONAL LOOK-FORS



FLORIDA DEPARTMENT OF
EDUCATION
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Objective

- Leverage a vision for high-quality instruction to **identify, prioritize and define look-fors.**

THE COMPELLING WHY

The importance of look-fors

KEY TAKEAWAYS

- Having a shared purpose for classroom walkthroughs makes them more impactful.
- The more refined your look-fors are, the more focused your feedback will be.
- The content being delivered in classrooms is as important as the instructional practices that have been identified to support improvement.

REFINING AND ALIGNING YOUR VISION MODEL

VISION

A school's vision is a declaration of the organization's purpose, as well as its future direction. A school's vision is aligned with its deepest values and priorities.

Articulate a **CLEAR VISION** of success.

Ensure that vision is **SHARED** by all teachers.

SUPPORT teachers in realizing that vision.

Imagine walking into a classroom and seeing **AMAZING** instruction. What does this instruction **look** and **sound** like? What is the **teacher** doing? What are the **students** doing?
Jot down a few notes.

REFLECT

Notes

- ★ Teacher uses instructional strategies to meet the needs of all learners
- ★ Teacher clearly explains grade-level content with examples, (modeling, think-aloud)
- ★ Teacher provides opportunities for students to participate throughout the lesson
- ★ All students are focused and participating in the lesson
- ★ Students receive support as needed to be able to meet lesson expectations
- ★ Students know if they are meeting the mark

Imagine walking into a classroom and seeing AMAZING instruction. What does this instruction **look** and **sound** like? What is the **teacher** doing? What are the **students** doing? Jot down a few notes.

SUSTAINABLE ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to
Benchmark-aligned Instruction

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to **Student Engagement**

Core Component	Contribution to the Desired Outcomes	Accomplished Use	Ineffective Use
Description of the component	An explanation of how the components contribute to the desired outcome	Activities & behaviors that exemplify adult practitioners who are able to generalize required skills & abilities to a wide range of settings and contexts; skills are used consistently and independently – skills are sustained over time while continuing to grow	Activities and behaviors that exemplify adult practitioners who are not yet able to implement the required skills or abilities in context
EXPLICIT INSTRUCTION is intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills. One example is the gradual release model.	Explicit instruction contributes to the learner's: 1) clear understanding of newly introduced or previously taught content, concepts and skills; 2) positive engagement in relating to the new learning; and 3) strong early literacy progress.	<ol style="list-style-type: none"> 1. Introduces the new or previously taught content, concept or skill clearly and directly. 2. Models or demonstrates use of the new or previously taught content, concept or skill. 3. Provides clear visual and/or auditory examples (and non-examples when needed) to illustrate specific application of content, concept or skill. 4. Provides learners frequent opportunities for guided and independent practice of new or previously taught content, concept or skill. 	<ol style="list-style-type: none"> 1. Introduces new or previously taught content, concept or skill indirectly, relying upon student inferencing; does not provide clear and concise explanation. 2. Provides instruction without modeling or demonstrating new or previously taught content, concepts or skills; does not clarify potential misconceptions. 3. Provides instruction without visual and/or auditory examples and non-examples; does not illustrate specific application of new or previously taught content, concepts or skills. 4. Provides instruction without follow-up opportunity for learners to practice new or previously taught content, concepts or skills; does not guide learners toward independence as soon as possible.
SYSTEMATIC INSTRUCTION is a planned sequence that includes a logical progression of content, concepts and skills, from simple to complex, with cumulative teaching/review, and practice to enable learners to achieve learning goals.	Systematic instruction contributes to the learner's continuous acquisition of increasingly complex content, concepts and skills in order to become a confident reader. It decreases the prospect of a learner developing a reading difficulty over time.	<ol style="list-style-type: none"> 1. Uses a logical progression of content, concept and skill, proceeding from simple to more complex. 2. Conducts a cumulative review, enabling learners to make connections to previously learned material. 3. Provides opportunities for students to practice previously taught content, concepts and skills to progress toward learning goals. 	<ol style="list-style-type: none"> 1. Teaches content, concepts or skills that do not proceed from simple to more complex. 2. Does not provide cumulative reviews for learners to build content, concepts and skills or make connections to new and previously learned material. 3. Does not provide opportunities for learners to practice new and previously taught content, concepts and skills in order to progress toward learning goals.



Notes

- ★ Teacher uses instructional strategies to meet the needs of all learners
- ★ Teacher clearly explains grade-level content with examples (modeling, think-aloud)
- ★ Teacher provides opportunities for students to participate throughout the lesson
- ★ All students are focused and participating in the lesson
- ★ Students receive support as needed to be able to meet lesson expectations
- ★ Students know if they are meeting the mark

SUSTAINABLE ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

At Sustainable Elementary School, high-quality instruction occurs when the teacher utilizes effective instructional practices to teach grade-level concepts, and when students actively participate throughout the lesson and receive corrective feedback from teachers.

Chancellor's Leadership Academy Student Cognitive Engagement Look Fors

Usage: This document has been designed to be used by Chancellor's Leadership Academy participants alongside the Florida Department of Education (FDOE) Walkthrough tools to dive deeper into student engagement. School leaders should refer to the FDOE Walkthrough tool when coaching and supporting classroom instruction that is aligned to Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for all grades and subject matter. For the purposes of this tool, school leaders may include principals, assistant principals, coaches, members of the school leadership team, teacher leaders or others. This tool is not meant to be used in the evaluation of teachers.

Rationale: A critical component of improving student outcomes is to focus on deep student engagement. This document will help Chancellor's Leadership Academy participants to ensure that students are given access to classroom environments with a strong culture for learning and student ownership that promotes deep engagement in cognitive learning. The guiding questions and look for details provided here can be used to complete walkthroughs so that all visitors related to observations of teacher practices are thoroughly addressing the deep student participation and engagement in the lesson. The look for details can also be added to walkthroughs or classroom observations to share with teachers during observation and feedback cycles.

Student Engagement Rating Scale	75-100%	80-75%	60-80%
Most Students are Engaged in Learning	Some Students are Engaged in Learning	Some Students are Engaged in Learning	Few Students are Engaged in Learning

Classroom Culture

Student Engagement Focus Area	Look For	FDOE Student Cognitive Engagement in Learning		
Culture of Learning: The classroom environment is set for strong cognitive engagement.	Classroom Culture	Most are Engaged	Some are Engaged	Few are Engaged
Students complete individual tasks, volunteer responses and/or ask appropriate questions.	Students follow behavioral expectations and directions.			
Students are engaged in the work of the lesson from start to finish. There is a sense of urgency about how time is used.	Students answer questions, questions and procedures in an orderly and efficient manner.			
How Questions: Are all students engaged in the work of the lesson from start to finish?	Students are engaged in the work of the lesson from start to finish. There is a sense of urgency about how time is used.			

Note: To gain insight into classroom experience, participants are encouraged to review classroom culture and classroom content during each look for session.

Core Component	Contribution to the Desired Outcomes	Accomplished Use	Ineffective Use
EXPLICIT INSTRUCTION is intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferring during the introduction of new or previously taught content, concepts or skills. One example is the gradual release model.	Explicit instruction contributes to the learner's: 1) clear understanding of newly introduced or previously taught content, concepts and skills; 2) positive engagement in relating to the new learning; and 3) strong early literacy progress.	<ol style="list-style-type: none"> Introduces the new or previously taught content, concept or skill clearly and directly. Models or demonstrates use of the new or previously taught content, concept or skill. Provides clear visual and/or auditory examples (and non-examples when needed) to illustrate specific application of content, concept or skill. Provides learners frequent opportunities for guided and independent practice of new or previously taught content, concept or skill. 	<ol style="list-style-type: none"> Introduces new or previously taught content, concept or skill indirectly, relying upon student inferring; does not provide clear and concise explanation. Provides instruction without modeling or demonstrating new or previously taught content, concepts or skills; does not clarify potential misconceptions. Provides instruction without visual and/or auditory examples and non-examples; does not illustrate specific application of new or previously taught content, concepts or skills. Provides instruction without follow-up opportunity for learners to practice new or previously taught content, concepts or skills; does not guide learners toward independence as soon as possible.
SYSTEMATIC INSTRUCTION is a planned sequence that includes a logical progression of content, concepts and skills, from simple to complex, with cumulative teaching/review, and practice to enable learners to achieve learning goals.	Systematic instruction contributes to the learner's continuous acquisition of increasingly complex content, concepts and skills in order to become a confident reader. It decreases the prospect of a learner developing a reading difficulty over time.	<ol style="list-style-type: none"> Uses a logical progression of content, concept and skill, proceeding from simple to more complex. Conducts a cumulative review, enabling learners to make connections to previously learned material. Provides opportunities for students to practice previously taught content, concepts and skills to progress toward learning goals. 	<ol style="list-style-type: none"> Teaches content, concepts or skills that do not proceed from simple to more complex. Does not provide cumulative reviews for learners to build content, concepts and skills or make connections to new and previously learned material. Does not provide opportunities for learners to practice new and previously taught content, concepts and skills in order to progress toward learning goals.

VISIONS FROM THE FIELD

Curriculum, teaching practices and learning environments that are standards-based, evidence-based, engaging, differentiated and data-driven.

Our instructional vision is to create an empowered learning environment in which students take ownership of their learning. Teachers intentionally plan rigorous tasks aligned to the complexity of the standards and use data to drive instruction.

At our school, high-quality instruction means instructional practices are aligned to the critical content of the intended benchmarks/standards through active student engagement, academic discourse and questioning, while helping students develop automaticity of skills, strategies and processes with increased proficiency.

At our school, our vision for high-quality instruction focuses on standards and evidence-based planning, instruction, and conditions for learning, while reflecting on teaching.

Gradual release of responsibility, effective focus lessons, guided instruction, productive group work, and independent learning for student participation and processing, with teacher monitoring.

High-quality instruction includes clear learning objectives with engaging and effective lessons where teachers consistently monitor student work and provide feedback and offer differentiated support when needed.

Consider your various resources. Bullet a few items you think would be important to include in a vision for high quality instruction.

Craft **one** sentence based on your notes that summarizes your vision for high quality instruction.

TASK

LOOK-FORS

BRINGING YOUR VISION TO LIFE

LOOK-FORS are the specific indicators that **define** the *instructional practices* within high-quality instruction.

Look-fors:

- Provide clarity in how to meet the vision.
- Can be defined and prioritized to align strategic supports.
- Can evolve to more complex practices as teachers experience success.

Creating Look-fors

- Define and identify the look-fors.
- Ground the look-fors in research.
- Prioritize the look-fors based on what is most important for teachers to master first.
- Create a criteria for evident and not evident.
- Develop examples and scenarios that clearly meet the look-fors and explain what success looks like to teachers.
- Continually refine criteria to increase clarity.

DEVELOPING LOOK-FORS

MODEL

IDENTIFY



Core Component	Contribution to the Desired Outcomes	Accomplished Use	Ineffective Use
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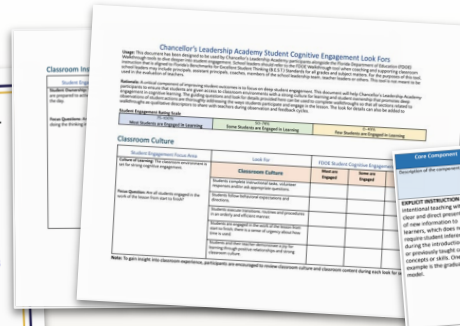
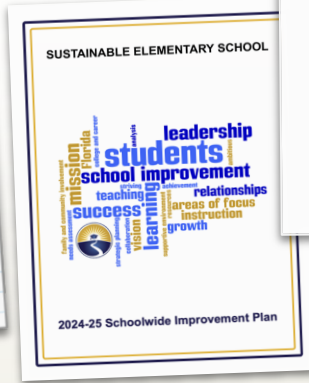
VISION

At Sustainable Elementary School, high-quality instruction occurs when the teacher utilizes effective instructional practices to teach grade-level concepts, and when students actively participate throughout the lesson and receive corrective feedback from teachers.

IDENTIFY

Notes

- ★ Teacher uses instructional strategies to meet the needs of all learners
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- ★ Students receive support as needed to be able to meet lesson expectations
- ★ Students know if they are meeting the mark



Look-Fors	Classroom Culture	Instructional Practice	Student Learning
EMPHATIC INSTRUCTION is intentional teaching with a clear and direct presentation of new information to all students, which does not require student inferencing during the introduction of new or previously taught content, concept or skill. One example is the gradual release model.	Explicit instruction includes teacher modeling of the skill or concept and direct presentation of new information to all students, which does not require student inferencing during the introduction of new or previously taught content, concept or skill. One example is the gradual release model.	1. Provides clear visual and/or auditory examples and non-examples when needed to illustrate specific application of content, concept or skill. 2. Provides teachers frequent opportunities for practice and assessment of new or previously taught content, concept or skill.	1. Introduces new or previously taught content or skill actively, relying upon student inferencing. 2. Provides instruction without modeling or non-examples when needed to illustrate specific application of content, concept or skill. 3. Provides teacher frequent opportunities for practice and assessment of new or previously taught content, concept or skill, does not provide clear and concise examples as needed.
SYSTEMATIC INSTRUCTION is a planned sequence that provides a logical progression of content, concepts and skills, with explicit opportunities for students to practice new or previously taught content, concept or skill. One example is the gradual release model.	Systematic instruction includes a planned sequence that provides a logical progression of content, concepts and skills, with explicit opportunities for students to practice new or previously taught content, concept or skill. One example is the gradual release model.	1. Uses a logical progression of content, concept and skill, proceeding from simple to more complex. 2. Conducts a cumulative review, enabling learners to make connections to previously learned material. 3. Provides opportunities for students to practice and assessment of new or previously taught content, concept and skills to progress toward learning goals.	1. Teachers content, concepts or skills that do not proceed from simple to more complex. 2. Does not provide cumulative review to learners to build connections to previously learned material. 3. Does not provide opportunities for learners to practice new or previously taught content, concept and skills to be able to progress toward learning goals.

VISION

At Sustainable Elementary School, high-quality instruction occurs when the teacher utilizes effective instructional practices to teach grade-level concepts, and when students actively participate throughout the lesson and receive corrective feedback from teachers.

Teacher provides explicit instruction to teach content, concept or skill aligned to grade-level benchmark(s).

Teacher provides corrective feedback.

Students are responsible for doing the thinking in the classroom.

LOOK-FORS

Consider the look-fors. What would be a **logical, sequential** order to put these look-fors in and **why**?

Teacher provides explicit instruction to teach content, concept or skill aligned to grade-level benchmark(s).

Teacher provides corrective feedback.

Students are responsible for doing the thinking in the classroom.

REFLECT

1 Teacher provides explicit instruction to teach content, concept or skill aligned to grade-level benchmark(s).

2 Students are responsible for doing the thinking in the classroom.

3 Teacher provides corrective feedback.



SUSTAINABLE ELEMENTARY SCHOOL'S LOOK-FORS QUARTER 1

LOOK-FOR #1: *Teacher provides explicit instruction to teach content, concept, or skill aligned to grade level benchmark(s)*

EVIDENT	NOT EVIDENT
<ul style="list-style-type: none"> The content is aligned to grade level benchmark(s)/intended learning. The teacher introduces the content, concept or skill clearly and directly. The teacher effectively models or demonstrates how to apply the content, concept, or skill. Clear visual and/or auditory examples are used to illustrate specific application of content, concept, or skill. Students are given opportunities for guided and independent practice of content, concept or skill. 	<ul style="list-style-type: none"> The content is not aligned to grade level benchmark(s)/intended learning. Teaching is unclear or indirect, making it difficult for students to understand the lesson focus or the skill being taught. There is no modeling or demonstration of how to apply the content, concept, or skill. Visual or auditory examples are missing, unclear, or inadequate, making it difficult for students to understand the application. There are no opportunities for students to practice, either with guidance or independently, limiting their ability to apply the learning.

LOOK-FOR #2: *Students are responsible for doing the thinking in the classroom*

EVIDENT	NOT EVIDENT
<ul style="list-style-type: none"> Student work and thinking is aligned to the benchmark(s)/intended learning. Over 80% of students provide meaningful oral or written evidence to support their thinking. Over 80% of students use knowledge and evidence to form, articulate, and defend their answers and opinions. Over 80% of students exert effort to complete academic work and answer questions, even if the work is challenging. 	<ul style="list-style-type: none"> Student responses, work, or thinking do not align with the benchmark(s)/intended learning. Less than 80% of students provide meaningful support for their answers, often giving vague or unsupported responses. Less than 80% of students use knowledge and evidence to support their answers. Less than 80% of students demonstrate effort in their work, with some disengaging, giving up, or avoiding tasks.

SUSTAINABLE ELEMENTARY SCHOOL'S LOOK-FORS QUARTER 1

LOOK-FOR #3: *Teacher provides corrective feedback*

EVIDENT	NOT EVIDENT
<ul style="list-style-type: none"> The teacher identifies student misunderstandings and errors related to the intended learning. Feedback is provided in a timely manner, using student-friendly language. Students are given the opportunity for self-correction. The teacher provides additional feedback if needed or confirms accuracy based on student response. Over 80% of students successfully complete challenging cognitive work based on feedback provided. 	<ul style="list-style-type: none"> The teacher does not recognize or address student misunderstandings or errors. Mistakes go unnoticed, or the teacher fails to correct. Feedback is delayed, unclear, or given in a way that students struggle to understand. Students are not given a chance to self-correct. The teacher either provides the correct answer immediately or moves on without prompting students to reflect on or revise their errors. When students need further clarification or reinforcement, additional feedback is not given. The teacher may miss opportunities to confirm understanding or to guide students toward more accurate responses. Less than 80% of students are able to complete cognitively challenging tasks after receiving feedback. Many students may still struggle or fail to apply the feedback effectively in their work.

PRACTICE AND CALIBRATE

Using the sample look-fors,
watch the video to
determine if each look-for is
evident or not evident.

TASK

PRACTICE AND CALIBRATE

Using the sample look-fors, watch the video to determine if each look-for is evident or not evident.

TASK

MS. BECKETT

ELA.3.R.2.1: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

- Teaching a third grade lesson on text structures, specifically cause and effect.
- Reviewed cause and effect clue words and is moving into modeling how to find cause and effect.
- This lesson is one of many involving text structures that will take place within the scope and sequence.

As a table, determine whether or not each look-for was evident. Use the look-fors and criteria to come to a consensus.

DISCUSS

LOOK-FORS FROM THE FIELD

School Vision for High-Quality Instruction:

Effective and aligned focus lessons with guided instruction, productive group work, and independent learning for student participation and processing, with teacher monitoring.

LOOK-FOR	EVIDENT	NOT EVIDENT
<p><i>The teacher uses strategies and structures that facilitate participation and meaning-making by all students.</i></p>	<ul style="list-style-type: none"> • Teacher plans an opportunity for all students to participate and make meaning of the content. • Teacher incorporates strategies/tools that intentionally facilitate opportunities for students to process content. 	<ul style="list-style-type: none"> • Proper structure is not used and/or structure is used incorrectly. • The lesson is heavily teacher-centered.
<p><i>The teacher uses instructional strategies based on both pre-planned decisions and real-time adjustments to meet learning needs and modify instruction as necessary.</i></p>	<ul style="list-style-type: none"> • Teacher checks for understanding using a planned-for or on-the-spot strategy. • Teacher alters instruction to address student misunderstanding during the lesson. • Teacher is aware of when students do not understand content during the lesson. • Teacher is monitoring for students' understanding, not just compliance. 	<ul style="list-style-type: none"> • Teacher does not check for student understanding. • Teacher does not adjust instruction/lesson despite evidence of student misunderstanding. • Teacher monitors for compliance only.

LOOK-FORS FROM THE FIELD

School Vision for High-Quality Instruction:

High-quality instruction means curriculum and instruction are benchmark-aligned, data-driven, highly engaging and designed to meet the needs of all students.

LOOK-FOR	EVIDENT	NOT EVIDENT
<p><i>Teacher provides explicit instruction aligned to the benchmark and intended learning.</i></p>	<ul style="list-style-type: none"> • Instruction (whole group or teacher led) is aligned to the intended learning. • Intended learning is aligned to the grade-level standard/benchmark. • Lesson is implemented as planned. • Lesson meets district requirements (scope, sequence, alignment to curriculum). 	<ul style="list-style-type: none"> • Instruction is not aligned to the grade-level. • Standard/benchmark. • Teacher deviated from planned lesson, not teaching lesson as intended.
<p><i>Instructional materials are aligned to the benchmark.</i></p>	<ul style="list-style-type: none"> • Task is aligned to the level of the standard/benchmark that is appropriate at this point in the sequence of learning. • The level of task(s) is/are appropriate for the standard/benchmark at this point of instruction. 	<ul style="list-style-type: none"> • Task is not aligned to the standard/benchmark or is not at the appropriate rigor at this point of instruction.

LOOK-FORS FROM THE FIELD

School Vision for High-Quality Instruction:

High-quality instruction means curriculum and instruction are benchmark-aligned, data-driven, highly engaging and designed to meet the needs of all students.

LOOK-FOR	EVIDENT	NOT EVIDENT
<p><i>Students are engaged and can articulate the purpose of learning.</i></p>	<ul style="list-style-type: none"> Teacher plans an opportunity for all students to participate and make meaning of content (collaboration, independent practice, accountable talk). Teacher incorporates strategies/tools that intentionally facilitate opportunities for students to engage in the learning process. 	<ul style="list-style-type: none"> Opportunities are not implemented/not implemented as intended. Opportunities are not centered around intended learning. 80% or less of students are participating in opportunities. Students unable to articulate purpose of learning.
<p><i>Students demonstrate their ability to think, write and speak.</i></p>	<ul style="list-style-type: none"> Teacher provides opportunities for all students to respond to their learning (independent think time, written reflection, turn and talk). 	<ul style="list-style-type: none"> Opportunities for student responses are not provided. Students are not able to successfully participate in the work of the lesson.

Identify 2-4 look-fors aligned to your vision and **prioritize** them. Ensure the look-fors are applicable to **all** content and grade levels.

Define your look-fors by establishing indicators of 'evident' and 'not evident.'

TASK

PRACTICE AND CALIBRATE

Independently use **your** look-fors as we watch the video to determine if each look-for is evident or not evident based on your criteria.

TASK

DISCUSS

As a team, determine whether or not each look-for was evident. Use the the look-fors and criteria to come to a **consensus**.

Based on your discussion, **refine** your definitions and/or indicators if needed to increase clarity.

TASK

PUTTING IT ALL TOGETHER



Craft an elevator pitch that succinctly conveys your vision for high-quality instruction and highlights your look-fors.

Take turns sharing with someone at your table.



Next steps:

- Share your elevator pitch with someone in your local context.
- Conduct at least three rounds of classroom walkthroughs using your look-fors.
- Collect data on your look-fors.



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