

Observer:

Grade Level/Subject Area:

Date:

In order for students to do the majority of the work in class, teachers need support in planning and delivering the curriculum. This tool determines the extent to which teachers are planning for instruction using high-quality materials alongside grade-level, subject-area peers. School leadership teams will work with content leaders and vendor partners to determine the approach to planning in support of the expectations set forth in this tool.

For each look-for, the observer should mark "Yes" to all that apply. Observers should not expect to see every look-for during a single observation.

Teacher actions	Look-Fors	Observation 1 (y/n)	Observation 2 (y/n)	Observation 3 (y/n)
Indicator 1: All teachers —including special education, English language, and reading interventionists— prepare for instruction using high-quality materials.	A. Tier 1 curricular materials are being used during common planning time. <i>If yes, answer B-E. If no, document the activities being done below.</i>			
	B. Teachers are planning for the upcoming unit.			
	C. Teachers are planning for the upcoming lesson.			
	D. Teachers are reviewing student work from the curriculum.			
	E. Planning time is being used to redeliver content modules.			

The activities listed below may be used as guidance for the observer(s) and do not represent an exhaustive list of possible planning activities.

During planning in English, teachers	During planning in math, teachers
prepare for the unit by: <ul style="list-style-type: none"> • Reading all the texts in the unit • Identifying the range of responses and write exemplars for writing and speaking tasks prepare for the lesson by: <ul style="list-style-type: none"> • Annotating the lesson plan from the high-quality curriculum • Identifying the questions to support students to understand the complex text • Identifying where within the lesson students will struggle and build in scaffolds and supports based on identified needs 	prepare for the unit by: <ul style="list-style-type: none"> • Solving the conceptual understanding problems • Identifying the models and strategies necessary to ensure students master the most difficult tasks in the unit prepare for the lesson by: <ul style="list-style-type: none"> • Annotating the lesson plan from the high-quality curriculum • Identifying the questions to support students to master the lesson • Identifying where within the lesson students will struggle and build in scaffolds and supports based on identified needs