

Intervention “Look Fors”

(For Instructional Coaches and Principals)

“Look Fors”		Y/N/P	Comments
1	The intervention lesson is being taught		
2	The intervention teacher is following the presentation book as written (it is helpful to have the teacher photocopy the lesson you will observe so you can see what and how the lesson is supposed to be taught)		
3	The seating arrangement allows the teacher to easily monitor students during the instruction as well as during the independent work		
4	Student’s workbooks are completed and monitored by the teacher. Work is checked, items missed are marked and feedback/correction is provided to students		
5	The intervention is taught from beginning of class to the end of class (Bell to Bell Teaching)		
6	Students understand and follow program routines (this reflects routines are taught, followed and reinforced on a daily basis)		
7	All students are responding during choral response – teacher monitors students and holds them accountable to respond 100% of the time		
8	Correction is direct, explicit and provided immediately when an incorrect response is provided by the group or individual students Teachers require students to say the correct answer after a correction is provided (even if an individual student answers incorrectly, the correct answer should be repeated by the entire group)		
9	Students are required to track with their fingers or bookmark when reading or following along in the textbook or workbook		
10	The learning objective of the lesson should be reviewed at the beginning of the lesson (what are we doing today and why) and repeated/processed by students (keep brief – 1 to 2 minutes)		

11	Mastery tests, check outs, or unit assessments are administered as prescribed by the program with re-teaching and firming up provided as required to ensure students master content		
12	The teacher uses a “perky pace” during the lesson. This is important during the teacher presentation as well as during the share outs, etc. Make sure time is not being lost by extensive calling on students to share individual answers. Instead, the teacher should model a correct answer, call on one or two students, have students share answers with one another, etc. Individual turns are used primarily for the teacher to check student understanding		
13	<p>All students appear to be correctly placed in the intervention</p> <ul style="list-style-type: none"> • Placement decisions are made using the district/school Placement Pathway, including the specific program placement test • Students are correctly responding during the lesson • Students are correctly completing workbook activities • Students are passing in-program master or unit assessments 		
14	Teacher provides positive feedback to encourage and motivate students (teachers use a point system or similar to reward student participation, effort and careful work)		

Keepers:

1. _____
2. _____
3. _____

Polishers:

1. _____

Comments: