Tier 1 Reflection Checklist for Instructional Methodologies in ELA

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Size \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategies | Consistently Implemented | Some Implementation | Not Implemented | Notes: |
| Literacy stations include independent practice opportunities related to CCSS taught previously |  |  |  |  |
| Use of students learning styles to design appropriate instruction |  |  |  |  |
| Authentic literacy activities – few if any worksheets are used |  |  |  |  |
| Use of **student assessment data to plan instruction** for whole group, small groups and individual groups |  |  |  |  |
| Environment conducive for all learners (e.g., classroom management, organization) |  |  |  |  |
| Mini lessons focus on specific CCSS and including modeling, thinking, and engaging students in sharing the thinking work |  |  |  |  |
| Whole group instruction takes place **less than 40%** of the time |  |  |  |  |
| Bloom’s taxonomy is reinforced |  |  |  |  |
| Guided reading groups meet daily |  |  |  |  |
| Students participate in in daily book talks |  |  |  |  |
| Students set learning goals utilizing profiles |  |  |  |  |
| 90 minute of uninterrupted reading focus |  |  |  |  |
| Reading and writing connections to other content areas |  | At least three times during a nine weeks |  |  |
| Grades reflect strategies and skills demonstrated independently |  |  |  |  |
| Portfolios implemented and contain examples of student data- quantitative and qualitative |  |  |  |  |
| Reading Foundational Skills/Vocabulary instruction is **explicitly** taught and reinforced weekly |  |  |  |  |
| Meta-cognitive comprehension strategies are explicitly taught and reinforced through authentic activities |  |  |  |  |
| Students are explicitly taught fluency strategies and given the opportunity to practice on their independent reading level |  |  |  |  |
| Students receive explicit instruction in phonics/word solving strategies based on need |  |  |  |  |
| Writer’s Workshop takes place daily |  |  |  |  |
| Each grading period Writer’s Workshop takes place for 1 week so students can develop a process piece |  |  |  |  |
| Students use reader’s notebooks to write independent responses to independent reading |  |  |  |  |

Comments: