

CLASSROOM LOOK FORS – IMPLEMENTING THE LANGUAGE ARTS FLORIDA STANDARDS (LAFS)

<i>Teachers are facilitators of student learning.</i>	
Creates a positive classroom environment.	<ul style="list-style-type: none"> • Creates procedures and routines to establish a safe and supportive learning community. • Establishes and monitors effective classroom procedures. • Initiates problem-solving discussions with students if routines break down. • Uses Tier 2 (academic) and Tier 3 (domain/content-specific) vocabulary purposefully and strategically throughout the day to expand the conversational level of students, developing oral language skills and increasing vocabulary use. • Classroom design encourages peer collaboration and student independence.
Gives timely and specific academic feedback.	<ul style="list-style-type: none"> • Refers students to goals, targets, and/or strategies during instruction and practice. • Provides opportunities for students to review and evaluate their own work. • Provides opportunities for students to peer conference based on established criteria and/or identified literacy strategies.
Engages students with new information.	<ul style="list-style-type: none"> • Identifies critical new information and guides inquiry through the selection of materials and strategic questioning. • Guides students in organizing information in written and graphic forms. • Elaborates on new information. • Records students' thinking and understanding (including revisions to knowledge and thought processes) using systematic structures, such as RAN charts or the FINDS Florida research model.
Helps students practice to deepen knowledge.	<ul style="list-style-type: none"> • Organizes appropriate differentiated and personalized practice opportunities. • Assists students in building knowledge by recognizing similarities and differences and using these connections to deepen comprehension. • Plans learning sequences to assist students in recognizing errors in reasoning. • Teaches procedures for students to track their changes (revisions) in thinking through writing across the curriculum.
Helps students generate and test hypotheses.	<ul style="list-style-type: none"> • Plans and presents opportunities for students to engage in cognitively complex tasks across the curriculum. • Asks students to frequently formulate and test hypotheses across the disciplines.
Uses assessment data to guide instruction.	<ul style="list-style-type: none"> • Plans for systematic formative assessments and analyzes quantitative and qualitative assessment data to inform instruction. • Creates differentiated learning opportunities based on assessment data. • Monitors the progress of students in accordance with the Multi-Tiered Systems of Support (MTSS)/Response to Intervention (RtI) process and discusses with colleagues following the Collaborative Problem-Solving Process (CPSP). • Confers with individual students based on assessment data.
Plans for instruction.	<ul style="list-style-type: none"> • Plans for differentiated and personalized Tier 1, 2, and 3 instruction based on class and individual formative and summative data. • Plans for a variety of learning structures (whole group, small group, and one-on-one conferring) for teaching and learning opportunities to meet the individual needs of students.
Manages time for efficient and effective instruction.	<ul style="list-style-type: none"> • Presents whole group lessons in short chunks infused with collaborative communication and individual reflection to process information. • Creates and maintains orderly and efficient procedures for transitions that maximize learning time. • Uses different learning structures (whole group, small group, and one-on-one conferring) to facilitate and scaffold learning.
Manages materials and resources.	<ul style="list-style-type: none"> • Provides appropriate materials and resources for learning tasks. • Establishes clear expectations for the appropriate use of materials and resources. • Establishes clear routines and procedures for accessing learning materials and resources.

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<i>Students are actively engaged learners.</i>	
Takes responsibility for own learning.	<ul style="list-style-type: none"> • Monitors and adjusts attention in order to maintain focus and maximize learning. • Supports the learning of others/peers within the learning community. • Shows investment in learning.
Participates and maintains engagement during whole group instruction.	<ul style="list-style-type: none"> • Participates in creating procedures and routines to establish a safe and supportive learning environment and follows those procedures with integrity. • Participates in problem-solving discussions and asks for clarification when needed. • Actively self-initiates learning.
Participates and maintains engagement during small group instruction.	<ul style="list-style-type: none"> • Monitors understanding and evaluates own work. • Interacts appropriately with peers using academic language that focuses on the task. • Supports own learning and the learning of others/peers by following classroom procedures that optimize learning.
Participates and maintains engagement during independent practice and peer collaboration.	<ul style="list-style-type: none"> • Utilizes independent practice time for reading, writing, and researching. • Uses conversation for productive academic exchanges. • Reads and writes widely (across content area, genres, etc.) and participates in a wide range of literacy tasks. • Gets started right away and maintains independent work ethic.
Questions actively.	<ul style="list-style-type: none"> • Formulates and records questions. • Demonstrates flexibility of thinking when presented with new information.
Uses technology appropriately.	<ul style="list-style-type: none"> • Uses available technology appropriately for learning goals across the curriculum and throughout the day. • Uses critical literacy skills in selecting reliable online resources. • Follows established technology policies including Internet safety.
Participates in class and self-initiated research using established routines and procedures.	<ul style="list-style-type: none"> • Participates in research using the FINDS Florida research model, Scientific Process Models (Traditional and/or Engineering), and/or other established processes for recording questions, hypotheses, reflections, and learning. • Formulates and records hypotheses regularly. • Identifies and cites reliable resources for information.
Assesses own learning.	<ul style="list-style-type: none"> • Uses established goals, rubrics, scales of knowledge, and metacognitive processes to monitor and assess own learning. • Uses assessment information to establish new learning goals.
Presents information in an organized and cogent manner.	<ul style="list-style-type: none"> • Identifies concepts, ideas, and information that are important to share and details that support these concepts. • Uses established methods to present knowledge and demonstrate learning.

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Classroom Environment

Collaborative and Supportive Learning Environment

- Arrangement provides flexible spaces to accommodate teaching and learning experiences in whole group, small group, peer collaboration, and individual structures.
- The tone of the classroom is relaxed and focused.
- All members of the classroom work cohesively together as a community of learners.
- Classroom reflects a sense of community and student ownership.
- Interactions between teachers, students, and peers are productive and respectful.
- Behavior management is proactive and routines and procedures are uniformly followed.
- Transitions are quick and orderly to preserve instructional time.
- Students are actively engaged and motivated to learn.
- There is evidence, across classrooms, of both collaboration among teachers and respect for individual teaching styles.
- A whole group gathering area (preferably a carpet) is available for mini-lessons. This whole group gathering area has an easel, white board, or interactive smart board for modeling writing.

Evidence of Complex Cognitive Tasks

- Student work is shared and shows evidence of critical and flexible thinking on the current unit of study.
- Print-rich environment encourages student interaction with a variety of posted materials constructed by students or class, which may include the following: high frequency word wall, anchor charts, graphic organizers, content/domain-specific word banks, academic vocabulary banks/charts, rubrics, writing process support, FINDS research process guidance, and model student work.
- Evidence of student thinking, questioning, and learning is abundant (research/content-specific journals, FINDS projects, reflection journals, charts with interactive and student writing, sticky notes, graphic organizers, performance tasks, culminating unit tasks, etc.).
- A focus of academic language, vocabulary, and oral language development is evident.
- Environment reflects instruction based on a balance of 50% literary and 50% informational text.
- Student writing reflects a balance of narrative (35%), informational/explanatory (35%), and opinion/argument (30%) pieces.

Materials to Support Independent Literary and Informational Text Activities and Investigations

- Components of the Comprehensive Core Reading/Language Arts Program (*Journeys*) are used to deliver and support instruction during the reading, literacy, and interdisciplinary literacy blocks.
- A balance of literary and informational text is well organized and available for self-selected reading and independent and/or small group research within a centralized and inviting classroom library.
- Texts are organized in a centralized classroom library in a variety of ways (by reading levels, genres, topics, authors, etc.) reflecting multiple purposes.
- Appropriate materials and resources for reading, writing, speaking, and listening are well organized for independent and collaborative student access.
- A system is in place for organizing and accessing student writing notebooks and/or folders.
- Available technology is utilized across the curriculum and throughout the day.

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Structures for Learning

Assessment

- Formative assessment of literacy skills is a routine practice across all curricular areas.
- A variety of formal and informal literacy assessments (screening, progress monitoring, diagnostic, and outcome) are administered.
- Clear evidence that the analysis of assessment is used to determine grouping for and content of differentiated instructional delivery and supported practice.
- The District's Multi-Tiered System of Supports (MTSS), the Response to Intervention/Instruction (RtI) model, and the Collaborative Problem Solving Process (CPSP) are effectively utilized to guide all problem solving employed in assessment and data analysis to plan implementation of a tiered approach to instructional delivery and practice.
- Self-assessment, using authentic student work that includes performance rubrics, is a routine practice for both students and teachers.

Efficient Schedule

- Schedule reflects an emphasis on the process of reading development through the Language Arts Florida Standards and the six essential components of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) and writing instruction.
- Schedule must reflect a daily, minimal 90-minute uninterrupted block of time for reading instruction that provides for whole group mini-lessons, small group differentiated instruction, peer collaboration, and individual practice that focuses on Tier 1, core instruction.
- Schedule must reflect a daily block of time for delivering immediate intensive intervention that extends beyond the initial 90-minute core reading block, focusing on Tier 2 and 3 intervention instruction.
- Schedule reflects daily explicit writing instruction that extends beyond the 90-minute uninterrupted reading block.
- Daily implementation of an additional 60 minutes of integrated literacy with a focus on reading strategies for content area reading.
- Exemplar classrooms reflect a daily interdisciplinary literacy block of up to 180 minutes, incorporating the 90-minute reading block along with intervention and literacy instruction across all content areas through interdisciplinary units of study.
- Opportunities for student presentations are reflected in the schedule.

Whole Group Instruction

- When assessment indicates the majority of the class is deficient in any indicator, Tier 1 instruction is supplemented and tailored to meet the needs of the class.
- A whole group instructional area established on a carpet supports students collaborating and learning in close proximity.
- Instruction is streamlined, focused, and based on outcomes and analysis of current assessment data.
- Proficient reading and thinking is modeled daily through interactive read aloud and close analytical reading experiences using strategically chosen text that meets the needs of the readers and the tasks.
- Proficient writing is modeled daily within a writing workshop model.
- Questions and tasks illicit, engage, and challenge student thinking, incorporating strategies to promote rigorous and complex thinking and deep understandings.
- Reading, writing, listening, and speaking are grounded in text evidence within a variety of literary and informational texts.
- Research-based instructional strategies are implemented, addressing a variety of learning styles.
- Gradual release of responsibility is used to scaffold literacy instruction towards student independence.
- Opportunities for processing information are built into whole group instructional sequences.
- Performance rubrics are used within lessons for students to assess their own learning.
- Opportunities for student practice and demonstration provide formative data for teachers.
- Technology is used appropriately and strategically to support learning.

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Structures for Learning, continued

Small Group Instruction

- Small groups are flexible and reflect the purpose, instructional level, and differentiated needs of students.
- Grouping is small enough to provide individual attention to each student and may include one-to-one conferring on reading and writing targets, goals, and strategies.
- Instruction is differentiated and based on thorough analysis of ongoing formative assessment data.
- Instruction is well-planned and flexible to support emerging (in the moment) assessments of student learning and needs.
- Instruction is explicit and systematic.
- Text used for small group instruction demonstrates a balance between literary (50%) and informational (50%) text.
- Instruction is designed to build knowledge through content-rich informational text.
- Small group writing instruction during writer's workshop demonstrates a balance of narrative (35%), informational/explanatory (35%), and opinion/argument (30%) writing.
- Routine reading and writing tasks require students to cite evidence from texts.
- Teacher provides data-driven, daily immediate intensive intervention instruction (Tier 2 and 3) to meet the differentiated needs of struggling readers, beyond the initial 90-minute core reading instructional block (Tier 1).

Differentiated Individual and Collaborative Group Practice

- Classroom may reflect a Literacy Center approach or a Daily Five structure for independent and collaborative peer practice.
- Students maintain academic focus throughout practice times.
- Classroom management procedures and routines are followed in a relaxed manner, allowing attention to be focused on the academic task.
- Literacy tasks are designed to support Language Arts Florida Standards (LAFS) for Reading (including Foundational Skills), Writing, Speaking and Listening, and Language.
- Students read self-selected, independent reading level (good fit) text to build stamina for uninterrupted blocks of time on a daily basis.
- Students challenge themselves to read higher-level texts above their independent reading levels based on their topics of interest.
- A variety of reading materials and resources are available to support students across multiple reading levels and topics of interest.
- Literacy materials and resources are well organized and labeled with clearly defined expectations.
- Available technology is utilized for a variety of authentic literacy tasks.
- Students are given opportunities for authentic literacy tasks rather than traditional worksheets.
- Individual and group presentations reflect a variety of formats (written, graphic, spoken, multimedia.)
- Students regularly practice application of literacy strategies with complex texts and academic language.
- Literacy tasks are purposeful, engaging, and promote higher-level thinking through increased rigor and complexity.
- Literacy tasks reflect appropriate and differentiated text complexity.
- Students reflect on and assess their own work ethic and progress towards stated language arts goals on a daily basis.