

Novice Reduction for Gap Closure - Instruction Classroom Level Core Instruction Diagnostic

Descriptors of Core Instruction	Evidence of Implementation	No Evidence of Implementation	Notes/Evidence
Teachers create opportunities for all students to set goals (e.g., data notebooks, goal setting charts, progress monitoring, and student self-reflection) and take responsibility for their own learning.			
Teachers utilize instructional strategies, tasks, and questions that promote student cognitive engagement through: <ul style="list-style-type: none"> • problem solving • critical or creative thinking • discourse • connection to other situations 			
Teachers use and promote the understanding of grade level content vocabulary.			
Teachers design lessons that address students' cultural, social, and developmental diversity.			
Teachers have a process in place (differentiation) to meet academic needs of all students (e.g., agendas, grouping, varied resources, and collaboration).			
Instruction, resources, and assessments are congruent with state standards.			
Teachers and students use high yield instructional strategies that increase student comprehension and retention of material.			
Teachers connect concepts and key ideas by scaffolding instruction (e.g., connection to students' prior experiences and understandings, use of multiple representations, examples, and explanations).			
Teachers use a balanced assessment (formative, interim, and summative) system to inform and improve instruction. Reference Assessment and Literacy for			

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Principals website.			
Teachers assess student learning with an intentional focus on eliciting evidence of learning at critical points, (formatively assess before, during, after instruction) in order to revise instruction and monitor individual student progress toward learning outcomes.			
Teachers clearly communicate learning expectations to students, set a specific purpose for instruction, and explain criteria for quality performance.			
Teachers provide specific and timely feedback to students and promote student use of feedback to improve work.			
Teachers exhibit expertise in subject area through instruction that ensures all students understand the skills and concepts.			
Teachers maintain ongoing knowledge of current content developments (e.g., new standards, professional learning opportunities, national/state conferences).			