

CSI School Improvement Institute

Regional Site Visit: SCHOOL NAME

DATE

Agenda

| Time | Activity | Location | Details |
|-------------|----------------------------------|----------|---|
| 8:00–8:30 | Arrival and Check-in | | |
| 8:30–9:30 | Morning Meeting | | <ul style="list-style-type: none"> • Re-ground in the purpose of the visit • Review Core Rubric and how to use it • Host school shares relevant context |
| 9:30–10:00 | Observation #1 | Group 1: | |
| | | Group 2: | |
| 10:00–10:30 | Observation #2 | Group 1: | |
| | | Group 2: | |
| 10:30–11:30 | Debrief Observations #1–2 | | <ul style="list-style-type: none"> • Norm on ratings, grounding in evidence of student impact • Explore any areas of disagreement and re-calibrate for afternoon observations • Resubmit ratings |
| 11:30–12:30 | Lunch - On Your Own | | |
| 12:30–1:00 | Observation #3 | Group 1: | |
| | | Group 2: | |
| 1:00–1:30 | Observation #4 | Group 1: | |
| | | Group 2: | |
| 1:30–2:30 | Debrief Observations #3–4 | | <ul style="list-style-type: none"> • Norm on ratings, grounding in evidence of student impact • Resubmit ratings |
| 2:30–3:30 | Closing Takeaways | | <ul style="list-style-type: none"> • Reflect on how norming conversations impacted ratings across observations • Share takeaways and gratitude • Q&A and next steps |

Morning Meeting

| Topic | Notes |
|--|--|
| Build Community 10 minutes | Introductions <ul style="list-style-type: none"> Name, role, school (or district or ESU) Icebreaker <ul style="list-style-type: none"> What was your favorite class in school? Why? |
| Understand School Context 15 minutes | Nuts & Bolts <ol style="list-style-type: none"> How many students do you serve? What are your student demographics? How many teachers are on your staff? How many years of experience do they have? What curricula have you adopted that we are likely to see in classrooms? Culture <ol style="list-style-type: none"> How would you describe your school culture? Are there any school-wide culture systems we should be aware of? (ex. Behavior management systems we might observe/hear in classrooms) How would you describe the climate around coaching and development? Is there anything else you'd like us to know about your school's culture, community, or history? Instruction <ol style="list-style-type: none"> What are your school's instructional priorities? What would you say are the current strengths and growth areas across classroom instruction? |
| Reorient to the Core Rubric 10 minutes | Pre-Work Discussion <ol style="list-style-type: none"> What are you learning so far as a result of observing through the lens of the Core Rubric? What trends (positive and/or adverse) are you noticing from the observations you've done so far that you may not have been aware of previously? After using the Core Rubric on the ground, which areas feel murkier to you? In a classroom with strong instruction... <ul style="list-style-type: none"> ✓ Students complete instructional tasks, volunteer responses, follow behavioral expectations, and execute efficient transitions; class has an instructional pace that keeps students engaged. ✓ Activities, questions, materials, and exercises are not only aligned to grade-level standards but also appropriately demanding for the grade/course and time of year ✓ Students provide meaningful oral or written responses and respond to and build upon peers' responses; the teacher rarely finishes the cognitive work students could own ✓ Tasks yield data that demonstrate students' progress toward the learning goal and pinpoint where learning breaks down; students have extensive opportunities to express depth of learning through academic writing and language |
| Prep for Observations 15 minutes | Objectives <ul style="list-style-type: none"> Practice using the Core Rubric to take low-inference notes and identify instructional strengths and growth areas (apply learning from Sessions 1-2) |

- **Norm** on the components of strong instruction as defined in the Core Rubric by co-observing with other CSI principals & TNTP staff

Essential Observation Shared Practices

- Ground in students
- Ground in content
- Ground in observations as evidence, not analysis
- Do no harm

Rubric-Centered Debrief Discussions

- “Normed” is defined as being within at least 1 rating of your co-observers
- **Examples of low-inference, evidence-based statements:**
 - “I rated this indicator as ___ because I noticed # out of # students ...”
 - “The lesson objective was ____, and the standard requires students to ____ I observed/did not observe that ...”
 - “Most of the questions the teacher asked were _____. For example, they asked questions such as ...”
 - “When I walked around the room ___ minutes into the lesson, ___ students had written ...”
- **Examples of high-inference, judgment-based statements:**
 - “I didn’t like how the teacher talked to students.”
 - “Engagement was GREAT!”
 - “There are way too many anchor charts on the walls, it’s overstimulating for students.”
 - “There were a lot of ELLs in that class, so it makes sense the teacher decided to ...”

What should I do if...

- I’m really unsure about my rating for a particular indicator?
- I don’t feel like I have enough information to rate an indicator?
- I feel uncomfortable sharing my observations with the group?

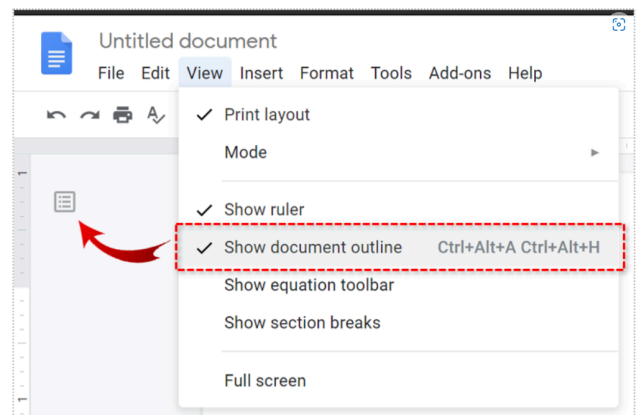
Logistics + Q&A
10 minutes

Housekeeping

- Schedule & school layout
- Breaks & handling emergencies
- Lunch

Navigating this Document

- Use the tables below for your low-inference notes.
- At the end of each observation, submit your ratings via the Google Form. **This should not take more than a few minutes.**
- The Core Rubric is copied directly into this document for ease of access.
- Click “BACK TO TOP” on the bottom of any page to jump to the agenda on pg. 1.
- Alternatively, open the document outline for easy navigation.



Observation #1

Low-Inference Notes

| | | | |
|---|------------|------------------------|----------------|
| Teacher: | Date/Time: | Grade/Subj: | # of Students: |
| Learning Target: | | Standard(s) & Text(s): | |
| Observation Data Gathering | | | |
| Teacher Actions | | Student Actions | |
| | | | |
| General Notes | | | |
| Culture of Learning | | | |
| Essential Content | | | |
| Student Ownership | | | |
| Demonstration of Learning | | | |

SUBMIT YOUR RATINGS HERE

Group Debrief

| |
|---|
| Notes |
| <ul style="list-style-type: none"> • |

Observation #2

Low-Inference Notes

| | | | |
|---|------------|------------------------|----------------|
| Teacher: | Date/Time: | Grade/Subj: | # of Students: |
| Learning Target: | | Standard(s) & Text(s): | |
| Observation Data Gathering | | | |
| Teacher Actions | | Student Actions | |
| | | | |
| General Notes | | | |
| Culture of Learning | | | |
| Essential Content | | | |
| Student Ownership | | | |
| Demonstration of Learning | | | |

SUBMIT YOUR RATINGS HERE

Group Debrief

| |
|---|
| Notes |
| <ul style="list-style-type: none"> • |

Observation #3

Low-Inference Notes

| | | | |
|---|------------|------------------------|----------------|
| Teacher: | Date/Time: | Grade/Subj: | # of Students: |
| Learning Target: | | Standard(s) & Text(s): | |
| Observation Data Gathering | | | |
| Teacher Actions | | Student Actions | |
| | | | |
| General Notes | | | |
| Culture of Learning | | | |
| Essential Content | | | |
| Student Ownership | | | |
| Demonstration of Learning | | | |

SUBMIT YOUR RATINGS HERE

Group Debrief

| |
|---|
| Notes |
| <ul style="list-style-type: none"> • |

Observation #4

Low-Inference Notes

| | | | |
|---|------------|------------------------|----------------|
| Teacher: | Date/Time: | Grade/Subj: | # of Students: |
| Learning Target: | | Standard(s) & Text(s): | |
| Observation Data Gathering | | | |
| Teacher Actions | | Student Actions | |
| | | | |
| General Notes | | | |
| Culture of Learning | | | |
| Essential Content | | | |
| Student Ownership | | | |
| Demonstration of Learning | | | |

SUBMIT YOUR RATINGS HERE

Group Debrief

| |
|---|
| Notes |
| <ul style="list-style-type: none"> • |

Closing Takeaways

| Topic | Notes |
|-----------------------|--|
| Reflection | Prompts to guide your self-reflection: <ul style="list-style-type: none"> ● What felt similar to ways you've conducted observations in the past? What felt different? ● Where did you feel most challenged today? Why do you think that felt challenging for you? ● How did grounding in student-level data impact the way you rated classes today? ● Where do you still need more support? |
| Call to Action | What will you do differently, keep doing with more intentionality, or stop doing as a result of this experience today? <ul style="list-style-type: none"> ● Leaving today, I commit to ... |
| Closing | <ul style="list-style-type: none"> ● Gratitude whip-around ● Next steps |

[PLEASE SHARE YOUR FEEDBACK ON THE SITE VISIT HERE!](#)

Core Teaching Rubric

CULTURE OF LEARNING: Are all students engaged in the work of the lesson from start to finish?

| 1. NOT YET (49% or less of students) | 2. SOMEWHAT (50%-69% of students) | 3. MOSTLY (70% - 89% of students) | 4. YES (90% or more of students) | 5. YES, and... |
|--|---|--|---|--|
| Very few or no students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions. | Some students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions. | Most students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions. | All or almost all students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions. | <i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i> Students can articulate the purpose of and assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher. Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them. |
| Very few or no students follow behavioral expectations and/or directions. | Some students follow behavioral expectations and/or directions | Most students follow behavioral expectations and/or directions. | All or almost all students follow behavioral expectations and/or directions. | |
| Students do not execute transitions, routines and procedures in an orderly manner. | Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher. | Most students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher. | All or almost all students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher. | |
| Students are left without work to do for a significant portion of the observation. (pace) | Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time. | Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions. | Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning. | |

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ESSENTIAL CONTENT: Are all students engaged in content aligned to the appropriate standards for their subject and grade?

| 1. NOT YET (49% or less of students) | 2. SOMEWHAT (50%–69% of students) | 3. MOSTLY (70% – 89% of students) | 4. YES (90% or more of students) | 5. YES, and... |
|---|---|---|---|--|
| The lesson does not focus on content that advances students toward grade-level standards or expectations and/or IEP goals. | The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals. | The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals. | The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals. | <p><i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i></p> <p>Students make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives.</p> <p>Students independently connect lesson content to real-world situations.</p> |
| Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other | Only some activities students engage in are aligned to the stated or implied learning goal(s). | Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery of the grade-level standard(s) and/or IEP goal(s). | All or almost all activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals. | |
| Instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text). | Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text). | Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text). | All or almost all instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text). | |

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STUDENT OWNERSHIP: Are all students responsible for doing the thinking in this classroom?

| 1. NOT YET (49% or less of students) | 2. SOMEWHAT (50%-69% of students) | 3. MOSTLY (70% - 89% of students) | 4. YES (90% or more of students) | 5. YES, and... |
|--|---|--|---|--|
| Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work | Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work | Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own. | All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own. | <p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Students synthesize diverse perspectives or points of view during the lesson.</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p> |
| Very few or no students provide meaningful oral or written evidence to support their thinking. | Some students provide meaningful oral or written evidence to support their thinking. | Most students provide meaningful oral or written evidence to support their thinking. | All or almost all students provide meaningful oral or written evidence to support their thinking. | |
| Very few or no students are using knowledge and resources to form, articulate, and defend their answers and opinions. | Some students are using knowledge and resources to form, articulate, and defend their answers and opinions. | Most students are using knowledge and resources to form, articulate, and defend their answers and opinions. | All or almost all students are using knowledge and resources to form, articulate, and defend their answers and opinions. | |
| Very few or no students respond to their peers' thinking, ideas, or answers, or do not provide feedback. | Some students respond to their peers' thinking, ideas, or answers, or do not provide feedback. | Most students respond to their peers' thinking, ideas or answers and provide feedback to their classmates. | Students respond to and build on their peers' thinking, ideas or answers, routinely providing constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response. | |
| No students or very few students try hard to complete challenging academic work or answer questions | Some students try hard to complete challenging academic work and answer questions. | Most students try hard to complete academic work and answer questions, even if the work is challenging. | All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging. | |

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DEMONSTRATION OF LEARNING: Do all students demonstrate that they are learning?

| 1. NOT YET (49% or less of students) | 2. SOMEWHAT (50%-69% of students) | 3. MOSTLY (70% - 89% of students) | 4. YES (90% or more of students) | 5. YES, and... |
|--|---|---|---|---|
| Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals. | Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals. | Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals. | Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down. | <i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i> |
| Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language. | Students have few opportunities to express learning through academic writing and/or explanations using academic language. | Students have some opportunities to express learning through academic writing and/or explanations using academic language. | Students have extensive opportunities to express learning through academic writing and/or explanations using academic language. | Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. |
| Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals. | Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. | Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. | All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. | Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals. |
| Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals. | Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals. | Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals. | Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals. | Students monitor their own progress, identify their own errors and seek additional opportunities for practice. |

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Core Teacher Skills

Culture of Learning

Maintaining High Behavior Expectations

1. Creating a culture of positive interdependence through shared goals and experiences of collective success
2. Providing specific, concrete, sequential, and observable directions for behavior and academics.
3. Redirecting students who lose focus immediately and in a way that does not slow or disrupt lesson momentum.
4. Issuing logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing student behavior.
5. Using voice and presence to maintain engagement and convey caring for students.
6. Investing time in knowing individual students and in forming relationships to best support their learning.
7. Developing an active interest in students' well-being and demonstrating that interest through his/her engagement with students.

Maximizing Instructional Time

1. Using efficient techniques for starting and ending lessons.
2. Using efficient routines and procedures.
3. Responding to student requests without interrupting instruction.
4. Planning for and providing work for students to "say yes to" and using strategies to maintain a quick pace throughout the lesson.

Essential Content

Planning and Delivering Lessons Effectively

1. Allocating instructional time to address the most important content for the grade or course.
2. Developing and clearly communicating a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson.
3. Delivering lesson content clearly, accurately, and with coherence. No inaccurate information is conveyed.
4. Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments.
5. Developing a vision for student success and standards-aligned, big goal(s) that are ambitious, measurable and appropriate for all students.
6. Developing and/or using a long-term, sequential plan that leads to mastery of the most important content for the grade or course.
7. Developing and/or using daily lesson activities that are well sequenced and move students toward mastery of grade-level standards.
8. Developing and providing the necessary scaffolds and supports as needed to ensure all students are able to attain learning goals.
9. Considering students' language development, literacy levels, and/or IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable).
10. Anticipating common student misunderstandings given the content and ensuring strategies are in place to overcome those misunderstandings.

Student Ownership

Maintaining High Academic Expectations

1. Promoting the persistence of students to get correct, defended responses.
2. Using an appropriate tone (warm, kind, direct) when responding to student answers.
3. Requiring that students use complete sentences, correct grammar and academic language.

Building Thinking Skills

1. Structuring and delivering lesson activities so that students do an appropriate amount of the thinking required by the lesson.
2. Posing questions or providing lesson activities that require students to cite evidence to support their thinking.
3. Providing opportunities for students to respond to and build on their peers' ideas.
4. Providing support necessary for students to complete instructional tasks requiring higher-order thinking skills.
5. Providing individualized instruction so that all students can access content and participate in the class

Demonstration of Learning

Leading Instruction

1. Conveying or providing accurate content and all content necessary for students to achieve the learning goal(s).
2. Using explanations of content that are clear, coherent and support student understanding of content.
3. Differentiating instruction as needed in response to student learning needs, including enrichment and extra support.
4. Providing choices for how students engage in content.

Checking for Understanding of Content

1. Accurately checking for whether students understand the key content needed to master the lesson at key moments in the lesson (e.g., during direct instruction, before independent practice, at a transition and with an exit ticket at the end of a lesson).
2. Developing and/or using informal and formal assessments that yield useable data on students' progress toward grade-level standards.

Responding to Student Misunderstanding

1. Providing feedback that affirms correctly understood content and student progress toward the lesson objective and clarifies misunderstood content.
2. Recognizing the root of student errors and re-teaching or re-framing content to address the underlying cause of student misunderstanding.

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