



Tier One Priority Elementary Classroom Practices Walk-through Look Fors

Classroom Environment	Rating: 1 - No evidence 2 - Moderate evidence 3 - Considerable evidence	Notes
Models, anchor charts, word walls are present.		
Student work is displayed on the walls.		
Classroom materials are organized, labeled, and accessible.		
Community agreements are posted.		
Books are available by level and areas of interest.		
Classroom routines are posted in words and images.		
Spaces are designated for direct instruction, communal work, individual work, and collaboration.		
Access to Learning		
Supports such as graphic orgs, charts, concept maps, visuals, manipulatives, models, and other audio and visual supports are in use.		
Students can be seen learning at personalized levels that meet their current academic needs.		
Differentiated scaffolding is apparent.		



Students are engaging in higher level questioning and critical thinking.		
Ongoing formative assessment and teacher adjustment is observed during instruction.		
Learning Targets are posted and discussed with students.		
Learning Targets are student-friendly and aligned with grade-level standards.		
Engagement		
Students have individual choice and autonomy.		
Materials are of high interest.		
Learning environment is free of threats, barriers, and distractions.		
Targets and objectives are meaningful.		
Varied levels of challenge and support is evident.		
Mastery-oriented feedback is offered frequently.		
Student self-assessment and reflection is supported.		
Collaboration is supported with scaffolding and structures.		