

# PL Observation Checklist

## Professional learning engages teachers in opportunities to build core skills for implementing HQIM.

PL provides opportunities for guided practice, reflection, and feedback with using student data and (supplementary) materials to adapt HQIM for diverse learner needs and identities to engage all students in rigorous, grade-level tasks.

### ACTIVE LEARNING IN THE CLASSROOM

1. To what extent did the PL provide opportunities for teachers to review instructional materials from [curriculum]?

No opportunities  
 Limited opportunities  
 Substantial opportunities  
 Extensive opportunities

2. To what extent did the PL provide opportunities for teachers to complete the work that students would be doing in class?

No opportunities  
 Limited opportunities  
 Substantial opportunities  
 Extensive opportunities

3. To what extent did the PL provide opportunities for teachers to identify the core learning objectives of a [curriculum] lesson?

No opportunities  
 Limited opportunities  
 Substantial opportunities  
 Extensive opportunities

4. To what extent did the PL provide opportunities for teachers to analyze student work?

No opportunities  
 Limited opportunities  
 Substantial opportunities  
 Extensive opportunities

5. To what extent did the PL provide opportunities for teachers to select core tasks from a [curriculum] lesson?

No opportunities  
 Limited opportunities  
 Substantial opportunities  
 Extensive opportunities

6. To what extent did the PL provide opportunities for teachers to adapt core tasks from a [curriculum] lesson to address student needs?

No opportunities  
 Limited opportunities  
 Substantial opportunities  
 Extensive opportunities

7. To what extent did the PL provide opportunities for teachers to adapt core tasks from a [curriculum] lesson to better affirm student identities?

No opportunities  
 Limited opportunities  
 Substantial opportunities  
 Extensive opportunities

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.

8. To what extent did the PL provide opportunities for teachers to prepare for implementing core instructional routines from a [curriculum] lesson?

No opportunities  
Limited opportunities  
Substantial opportunities  
Extensive opportunities

9. To what extent did the PL provide opportunities for teachers to rehearse key moments of instruction for an upcoming lesson?

No opportunities  
Limited opportunities  
Substantial opportunities  
Extensive opportunities

10. To what extent did the PL provide opportunities for teachers to reflect on the effectiveness of their instruction?

No opportunities  
Limited opportunities  
Substantial opportunities  
Extensive opportunities

11. To what extent did the PL provide teachers with opportunities to embed strategies for building strong student-teacher relationships into a [curriculum] lesson?

No opportunities  
Limited opportunities  
Substantial opportunities  
Extensive opportunities

## FEEDBACK

1. To what extent did the PL provide teachers with opportunities to receive constructive feedback on lesson preparation?

No opportunities  
Limited opportunities  
Substantial opportunities  
Extensive opportunities

2. To what extent did the PL provide teachers with opportunities to receive constructive feedback on lesson facilitation?

No opportunities  
Limited opportunities  
Substantial opportunities  
Extensive opportunities

3. To what extent did the PL provide teachers with opportunities to receive constructive feedback on the use of student work/data?

No opportunities  
Limited opportunities  
Substantial opportunities  
Extensive opportunities

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.