### Ekstrand Elementary- Superintendents’ Network Site Visit, October 13, 2014

<table>
<thead>
<tr>
<th>Team 1</th>
<th>Team 2</th>
<th>Team 4</th>
<th>Team 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Skills being worked on in kindergarten as whole group then retaught in small group. (10)</td>
<td>iPads and computers used at centers to practice skills (4)</td>
<td>Collaboration (3)</td>
<td>I Can statements referenced during lessons (2)</td>
</tr>
<tr>
<td>Student engagement (3)</td>
<td>Learning targets &amp; language of the Core (2)</td>
<td>Independent Practice (3)</td>
<td>Core curriculum carefully selected and used by teachers across grade (3)</td>
</tr>
<tr>
<td>Direct Instruction/Focus Lesson (2)</td>
<td>Classrooms used 95% group lessons with small groups of students during center time (3)</td>
<td>Multiple technology resources used (2)</td>
<td>Students filling out exit steps/exit tickets to check for understanding (3)</td>
</tr>
<tr>
<td>Center structure/Check for understanding (4)</td>
<td>Exit slip used as quick formative assessment (3)</td>
<td>Teacher followed scripted protocol (4)</td>
<td>Students categorizing words by sound using cut-out words and sound headings (5)</td>
</tr>
<tr>
<td>Established classroom management (2)</td>
<td>Graphic organizers used for scaffolding thinking (4)</td>
<td>Guided practice (2)</td>
<td>Visual Phonics, 95% Group Work (5)</td>
</tr>
<tr>
<td>Identified learning targets (4)</td>
<td>Modeling vs. direct Instruction (3)</td>
<td>Grade level curriculum appeared common (1)</td>
<td>Gradual release of responsibility (2)</td>
</tr>
<tr>
<td>Cross Curriculum- Science/Literacy (4)</td>
<td>Students reading to self, to partner. Elements of Daily 5 (1)</td>
<td>Large target posted—not observed large target (1)</td>
<td>Teacher gives scripted lesson (2)</td>
</tr>
<tr>
<td>Students in and out of instruction/interventions (2)</td>
<td>One student in back w/volunteer on sight words—no connection to Tier I instruction (1)</td>
<td></td>
<td>The pace of instruction is upbeat and fast (1)</td>
</tr>
<tr>
<td>Guided Practice (1)</td>
<td></td>
<td></td>
<td>Academic vocabulary (1)</td>
</tr>
<tr>
<td>10 letters sounds, 5 sight words at the end of small group—took about a minute (1)</td>
<td></td>
<td>Explicit and direct instruction (eyeball to eyeball) (1)</td>
<td></td>
</tr>
</tbody>
</table>
Chart A
Teachers
- Visuals and gestures
- 95%--consistent use (PD)
- Stations
  - Manipulatives
  - Print rich
Students
- Active engagement
- Word sorts
- Cutting, matching, using computers
Content
- GRR Model
- Upbeat pacing
- Purposeful

Chart B
- Foundational skill development
- Students were more cooperative than collaborative
- Learning targets were posted, but not referenced
- Established routines, conducive learning environments
- Teacher directed instruction
- Teacher questioning- student response

Chart C
- Evidence of gradual release model
- Emphasis on writing
- Strong emphasis on phonemic awareness (95% Group)
- Technology integration
- Teacher modeling expectations
- Visible routines

Chart D
- Teachers follow scripted 95% lessons
  - Students will understand and apply linguistic patterns
- Teachers used GRR Framework
  - Students will apply skill or strategy successfully at independent level
- Teachers engaged in small group guided instruction
  - Student’s individual needs will be addressed
- Student engaged at structured centers
  - Students will develop automaticity

Chart E

```
Elmore
```
```
Predict
Patterns
```
```
NLOW
```
```
Observation Data
```

Content
- Student
- Teacher