Nebraska Instructional Materials Collaborative Foundational Skills Instructional Practice Guide

This tool allows instructional leaders to provide content-specific, actionable feedback to classroom teachers throughout cycles of observation. The core actions within describe the standards alignment and grade-appropriateness of content, teacher actions, and the the quality of explicit, sequenced instruction, modeling, and opportunities for student practice.

Standard Alignment: The observed instruction and student task work meets foundational skills standard(s).

Indicator	Look-fors	Scale (the degree to which the look-fors are present in instruction)
Instruction meets the demands of the K-5 foundations of reading standards or pairing of standards for K-2 foundations of reading standards and indicators.	Explicit whole-group instruction meets grade-level standards/targeted skills. Student tasks or small-group instruction meets grade-level standards OR additional K–2 foundational skills standards based on assessment data.	**4 —** Fully meets **3 —** Mostly meets **2 —** Partially meets **1 —** Does not meet Standard(s):

Core Action 1: Systematic and explicit approach. Is the teacher using a district-provided program that is systematic, explicit, and evidence-based and that addresses the foundational skills outlined in the standard(s) (e.g., fluency, phonics, phonological awareness, comprehension, vocabulary, oracy)? Integrating Literacy Defining Document

A. The teacher is using a systematic, explicit program for foundational skills instruction that is evidence-based.	The teacher is using a systematic, explicit program for foundational skills instruction. Instruction incorporates evidence-based components that are necessary for supporting every student in reaching reading proficiency (e.g., phonological awareness, in-/out-of-context practice with phonics/word recognition, fluency, and related comprehension experiences).	**1 —** Yes **0 —** No Program(s):
B. The lesson from the systematic, explicit program is enacted with integrity.	The teacher leverages curricular materials (e.g., scripted lesson plans, anchor charts, letter/sound cards, vocabulary cards with images, task sheets, decodable readers provided by the curriculum, multilingual resources) for whole-group and small-group instruction.	**4 —** Fully enacted as intended; adjustments made enhance the lesson focus. **3 —** Mostly enacted as intended; adjustments made enhance the lesson focus. **2 —** Partially enacted as intended; adjustments made detract from the lesson focus. **1 —** Not based on a systematic, explicit program. **N/A**

Core Action 2: Quality Instruction. Is foundational skills instruction for every student explicit and does it provide adequate and appropriate time for teacher direction and student practice?

A. The teacher provides explicit and accurate foundational skills instruction, modeling explanations, visuals, and/or examples, all aligned with grade-level content.	Instruction is explicit, accurate, grade-level appropriate, and accessible to every student.	The teacher provides clear and accurate models, visuals, and examples as outlined in the lesson script (and uses additional techniques if needed) to make the foundational skills instruction more explicit. i: Clear and accurate models: **4 —** Consistency **3 —** Mostly **2 —** Rarely **1 —** Never N/A ii: Clear and accurate pronunciation of sounds: **4 —** Consistency **3 —** Mostly **2 —** Rarely **1 —** Never N/A iii: Clear use of visual aids: **4 —** Consistency **3 —** Mostly **2 —** Rarely **1 —** Never N/A iv: Clear connections to primary languages: **4 —** Consistency **3 —** Mostly **2 —** Rarely **1 —** Never N/A v: Pacing of instruction is adequate and grade-level appropriate: **4 —** Consistency **3 —** Mostly **2 —** Rarely **1 —** Never

B. The teacher provides opportunities for every student to practice the newly acquired grade-level skills in a variety of ways both out of and in context: • Out of context: Students are engaged in tasks such as letter tile work, games, puzzles, music, movement, worksheets, or other discrete oral or written tasks. • In context: Students are engaged in tasks within the context of phonetically controlled text. Students are engaged in the practice opportunities provided.	The teacher provides opportunities for students to practice targeted grade-level skill(s) both out of and in context in a variety of ways (e.g., oral, manipulative, and written practice with targeted skills). *Note: In-context practice begins once students have learned enough sound-spelling patterns and high-frequency words to read connected text, such as decodables. Targeted skills can be reinforced during read-alouds and familiar texts.*	Teacher-driven practice and student-driven practice are aligned to targeted skills and reflect a variety of opportunities for students to practice the targeted skills both out of and in context. i: In and Out of context: **4 —** Consistency **3 —** Mostly **2 —** Rarely **1 —** Never N/A ii. Students are attentive, focused, and engaged in the practice opportunities provided. **4 —** Most students **3 —** Many Students **2 —** Few students **1 —** No students iii: Pacing of student practice opportunities is adequate and grade-level appropriate: **4 —** Consistency **3 —** Mostly **2 —** Rarely **1 —** Never
C. Students from historically marginalized communities consistently receive supportive feedback that affirms their abilities and potential as readers and writers.	The teacher provides supportive feedback that affirms students' abilities and potential as readers and writers.	**4 —** The teacher consistently provides feedback that affirms the abilities and potential of all individual students and includes precision and nuance unique to each student's work. **3 —** The teacher consistently provides feedback that affirms the abilities and potential of all individual students and extends beyond stating that answers are right or wrong. **2 —** The teacher provides feedback that affirms the abilities and potential of a limited set of individual students and extends beyond stating that answers are right or wrong. **1 —** The teacher does not provide feedback that affirms the abilities and potential of individual students beyond stating that answers are right or wrong.

Core Action 3: Data-Driven Instruction. Student progress is consistently monitored over the course of the lesson and the data collected is used to inform next steps for instruction.

AB. The teacher records evidence of student progress toward mastery and adjusts the lesson's targeted skill(s).	The teacher records evidence of students' progress toward mastery of the targeted skill(s). The teacher records notes on students' auditory, oral, and/or written responses while they are responding to direct instruction and engaging in practice opportunities.	The teacher records evidence of student progress toward mastery of the targeted skill(s). **4 –** Consistency **3 –** Mostly **2 –** Rarely **1 –** Never
AC. The teacher responds to data and adjusts instruction accordingly to support students.	The teacher uses data collected within and across lessons to provide scaffolds that support access to grade-level content or remove them as students demonstrate mastery. This is evident through on-the-spot feedback, corrections, confirmations of student answers, adjustments to tasks based on observations, differentiated groups and materials, and planned supports informed by student data.	Students' instructional experiences are informed by data collected based on progress toward mastery of the targeted skill(s) within and across previous lessons. **4 –** Consistency **3 –** Mostly **2 –** Rarely **1 –** Never

Student Mastery: Students master or move toward mastery of the content of the lesson.

Every student demonstrates progress toward mastery of the targeted skills of the lesson.	Every student demonstrates progress toward mastery of the targeted skills of the lesson.	Students demonstrate progress toward mastery of targeted skill(s). **4 —** Most students **3 —** Many Students **2 —** Few students **1 —** No students

Teacher:	**When previewing the lesson script reflect on the following questions:**
Grade:	• Identify the standard. What are the targeted skills that will be taught during the lesson?
School:	• How will the skills be taught?
	• How will students practice the skills?
Standard(s):	**Lesson Objectives:**

Content/Task(s)	Teacher	Students
Once the lesson is complete, reflect on the following questions: • What portions of the taught lesson were aligned to the lesson script? • What were points of contrast? • How was the lesson enhanced (with materials outside of the curriculum as appropriate) according to the needs of multilingual learners? • How did the points of alignment and contrast impact the student learning experience surrounding the targeted skill(s)? • How did the points of alignment and contrast impact the equitable learning experience for all students? **Planning for teacher feedback:** Strengths: • Name at least one area of strength in this lesson (grounded in the Foundational Skills Classroom Observation Tool criteria and indicators)? Areas of opportunity: • What is at least one actionable next step you could provide for the teacher (grounded in the Foundational Skills Classroom Observation Tool criteria and indicators)?		**Potential next steps for teacher support:**

This tool has been adapted with permission from Instruction Partners; nomenclature and general structure by Student Achievement Partners' Instructional Practice Guides for mathematics, English Language Arts, and Foundational Skills.

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