New York State Education Department

P–3 INSTRUCTIONAL GUIDANCE TOOLKIT

Collected Tools

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New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Contents

This document provides the tools included in New York State Education Department's **P–3 Instructional Guidance Toolkit** to allow users of the toolkit to access and use the tools electronically. Full background information and information summary sheets are available in the complete toolkit.

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Knowledge of Effective Instructional Strategies

Rate well you understand **how and when to use** the following instructional strategies.

Instructional Strategy	I understand how and when to use this strategy . . .
Scaffold learning	Not at all ○ ◉ ○ Very much
Monitor progress	Not at all ○ ○ ○ Very much
Provide new material in a way that supports learning	Not at all ○ ○ ○ Very much
Provide regular, appropriate feedback	Not at all ○ ○ ○ Very much
Model and role model	Not at all ○ ○ ○ Very much
Use questions to check for understanding and reflection	Not at all ○ ○ ○ Very much
Foster student ownership of learning	Not at all ○ ○ ○ Very much
Integrate opportunities for play-based instruction	Not at all ○ ◉ ○ Very much

Which of these instructional strategies are strengths of yours as a teacher?

Which instructional strategies do you think you can strengthen?

What are barriers to using these instructional strategies?

Use of Effective Instructional Strategies

How **frequently** do you use the following instructional strategies?

Instructional Strategy	I understand how and when to use this strategy . . .
Scaffold learning	Not at all ○ ○ ○ Very much
Monitor progress	Not at all ○ ○ ○ Very much
Provide new material in a way that supports learning	Not at all ○ ● ○ Very much
Provide regular, appropriate feedback	Not at all ○ ○ ○ Very much
Model and role model	Not at all ○ ○ ○ Very much
Use questions to check for understanding and reflection	Not at all ○ ○ ○ Very much
Foster student ownership of learning	Not at all ○ ○ ○ Very much
Integrate opportunities for play-based instruction	Not at all ○ ○ ○ Very much

Which instructional strategies do you tend to use the most?

Why do you think you tend to use these instructional strategies more often?

Which instructional strategies do you tend to use the least?

Why do you think you tend to use these practices less often?

P–3 Classroom Walkthrough Checklist

Teacher: _____

Date: _____ Grade: _____

Others present: ☐ Co-teacher ☐ Assistant teacher
☐ Reading specialist ☐ Special education teacher
☐ Other adult(s) supporting instruction: _____

INSTRUCTIONAL STRATEGIES

How frequently did you observe this instructional strategy?	Not at all	Once or twice	Somewhat often	Very often
Scaffold learning	☐	☐	☐	☐
Monitor progress	☐	☐	☐	☐
Provide new material in a way that supports learning	☐	☐	☐	☐
Provide regular, appropriate feedback	☐	☐	☐	☐
Model and role model	☐	☐	☐	☐
Use questions to check for understanding and reflection	☐	☐	☐	☐
Foster student ownership of learning	☐	☐	☐	☐
Integrate opportunities for play-based instruction	☐	☐	☐	☐

INSTRUCTIONAL MINDSETS

How frequently did you observe the use of these instructional mindset?	Not at all	Once or twice	Somewhat often	Very often
Intentionality of approach with each student	☐	☐	☐	☐
Flexibility using instructional strategies	☐	☐	☐	☐
Differentiation of instruction for groups of students' needs	☐	☐	☐	☐
Individuation of instruction to meet specific students' needs	☐	☐	☐	☐

STUDENT ENGAGEMENT

How frequently did you observe engagement?	Not at all	Once or twice	Somewhat often	Very often
Teacher engaged in some instruction with all students during the observation	☐	☐	☐	☐
Teacher engaged students differently based upon their needs	☐	☐	☐	☐
Students were engaged in learning with the teacher	☐	☐	☐	☐
Students were engaged in learning with an adult other than the teacher	☐	☐	☐	☐
Students were engaged in learning with other students	☐	☐	☐	☐
Students were engaged in learning independently	☐	☐	☐	☐

TOOL

Observation Discussion Framework

Teacher: _____

Observation date: _____ Observation period/time: _____ Observer: _____

Use this tool to **structure a conversation with teachers** after observing their instruction.

TEACHER

Recollections of the observation period

summary of goals for the observation period, how typical the day was

PRINCIPAL/COACH/OTHER

Feedback

share observation form, provide key strengths observed, and note any areas of potential growth

BOTH

Observation strengths and areas of potential growth

TEACHER

What supports are needed to ensure effective instruction?

current or new supports such as coaching, professional learning, additional planning time, resources, etc.

TEACHER

Moving ahead I commit to . . .

PRINCIPAL/COACH/OTHER

Moving ahead I commit to . . .

TOOL

Leader Self-Assessment

Rate the degree to which you are able to provide each form of support for effective P–3 instruction. Briefly note areas of strengths and areas for improvement.

Date completed: _____

Provide a clear vision of effective P–3 instruction and learning	
To what extent are you able to provide support for effective P–3 instruction?	Not at all ○ ○ ○ A lot
To what extent have you built foundational knowledge of child learning and development?	Not at all ○ ○ ○ A lot
To what extent are you able to ensure that curricula and assessments are aligned to support effective P–3 instruction?	Not at all ○ ○ ○ A lot

Create a space for collaborative instruction	
To what extent do you identify key providers of instruction and their supports?	Not at all ○ ○ ○ A lot
To what extent do you encourage collaboration among teachers and other instructional supports?	Not at all ○ ○ ○ A lot
To what extent are you able to provide time and space for collaboration?	Not at all ○ ○ ○ A lot

Support data-informed instruction	
To want extent are you able to identify and support data that teachers can use to inform instruction?	Not at all ○ ○ ○ A lot
To what extent are you able to foster a critical understanding of data?	Not at all ○ ○ ○ A lot
To what extent are you able to use data on instruction to inform teacher feedback from other teachers and instructional support staff?	Not at all ○ ○ ○ A lot

What are your areas of greatest strength in how you lead for effective P–3 instruction?

What are areas for improvement in how you lead for effective P–3 instruction?

TOOL

Assessment of Leader Support for Effective P–3 Instruction

Rate the strength of your school's leadership supporting teachers in effective P–3 instruction. Briefly note areas of strength and areas for improvement.

Leader: _____

Assessment completed by (optional): _____

	Rating of School Leader
Provide a clear vision of effective P–3 instruction and learning	
Provide support for effective P–3 instruction	Weak ○ ○ ○ Strong
Build foundational knowledge of child learning and development	Weak ○ ○ ○ Strong
Ensure that curricula and assessments are aligned to support effective P–3 instruction	Weak ○ ○ ○ Strong
Create a space for collaborative instruction	
Identify key providers of instruction and their supports	Weak ○ ○ ○ Strong
Encourage collaboration among teachers and other instructional supports	Weak ○ ○ ○ Strong
Provide time and space for collaboration to occur	Weak ○ ○ ○ Strong
Support data-informed instruction	
Identify and support data that teachers can use to inform instruction	Weak ○ ○ ○ Strong
Foster a critical understanding of data	Weak ○ ○ ○ Strong
Use data on instruction to inform teacher feedback from other teachers and instructional support staff	Weak ○ ○ ○ Strong

What is your school leader's greatest STRENGTH in providing a clear vision for P–3 instruction and learning?
What is your school leader's area of greatest NEED FOR IMPROVEMENT in providing a clear vision for P–3 instruction and learning?

What is your school leader's greatest STRENGTH in creating a space for collaborative instruction?
What is your school leader's area of greatest NEED FOR IMPROVEMENT in creating a space for collaborative instruction?

What is your school leader's greatest STRENGTH in supporting data-informed instruction?
What is your school leader's area of greatest NEED FOR IMPROVEMENT in supporting data-informed instruction?

TOOL

Developing a Personal Professional Learning Plan

Use this form to identify specific instructional strategies or mindsets that you wish to improve, professional learning approaches to do so, and identify a means for assessing any change in your instruction and/or student learning.

8 Effective Instructional Strategies			
Scaffold learning	Monitor progress	Provide new material in a way that supports learning	Provide regular, appropriate feedback
Model and role model	Use questions to check for understanding and reflection	Foster student ownership of learning	Integrate opportunities for play-based instruction

Instructional Mindsets

Intentionality	Flexibility	Differentiation and Individuation	Reflection

Which aspects of my instruction do I need to improve?

How will I improve my instruction?

How will I know my instruction is improving?

TOOL

Selecting or Developing P–3 Curriculum

Effective instruction is supported by a well-developed and implemented curriculum at each P–3 grade.

For each characteristic of a high-quality P–3 curriculum, check the grades for which the statement is true. Then note areas for improvement.

	P	K	1st	2nd	3rd
The curriculum . . .					
is aligned with relevant state learning standards.	☐	☐	☐	☐	☐
addresses all domains of learning and development.	☐	☐	☐	☐	☐
includes content based on research of how young children learn.	☐	☐	☐	☐	☐
allows for teachers' intentionality and flexibility in instructional strategies.	☐	☐	☐	☐	☐
includes content to be integrated across the academic and developmental domains.	☐	☐	☐	☐	☐
provides for learning experiences initiated by the child.	☐	☐	☐	☐	☐
emphasizes child centered learning experiences and the teacher's role in supporting it.	☐	☐	☐	☐	☐
considers the range of children's abilities, including children with individualized education plans.	☐	☐	☐	☐	☐
considers diverse linguistic and cultural backgrounds, including strategies for supporting emergent multilingual learners.	☐	☐	☐	☐	☐
is aligned with grades immediately before and after.	☐	☐	☐	☐	☐

How many characteristics of a high-quality curriculum are present across the P–3 grades? Is the curriculum weaker or stronger for different grades?

What steps are necessary to improve the curriculum?

Teacher Self-Assessment

Rate your use of the following assessment best practices to inform instruction.

I'd rate my skills in this area as . . .	Weak	Moderate	Strong
Ongoing assessment is a regular part of my practice.	☐	☐	☐
I use assessment to look at all domains of learning and development.	☐	☐	☐
I use multiple means to gather data including portfolios, observations, anecdotal notes, and formal assessments.	☐	☐	☐
I ensure the assessment tools I use are measuring what I want information about.	☐	☐	☐
I know how to conduct each assessment so that findings will be an accurate representation of the child.	☐	☐	☐
I reach out to the child's family and other teachers to see what information they may have to guide instruction.	☐	☐	☐
I share information about the child's assessment with other teachers who provide instruction to the child.	☐	☐	☐
I keep assessment information secure to protect the child.	☐	☐	☐
I ensure that assessment data are accessible and secure for sharing if/when children transition (across grades or schools).	☐	☐	☐
I involve children in their assessment process, including asking clarifying questions and providing feedback (as appropriate for the child).	☐	☐	☐

Source: Partially adapted from *Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy Birth to Age 8* https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/pedagogyguide-learningstandards_042015_1.pdf