Before visiting classrooms
Before visiting each classroom, look at your School Goals Admin Report for:

☐ LAST TEACHER SIGN IN. Check that teachers have recently logged in to their Zearn account to check Teacher Reports. We recommend that teachers check Pace, Progress, and Alert Reports weekly to inform Small Group Instruction and design Flex Day rotations and mini-lessons.

☐ % ACTIVE STUDENTS. Check that over 90% of students are logging into their Zearn accounts to independently complete Digital Lessons. This percentage should match weekly attendance.

☐ AVERAGE MINUTES PER WEEK. Check that classrooms are averaging at least 120 minutes per week in Digital Lessons. Because Independent Digital Lessons adapt to student needs, completion time for one Independent Digital Lesson typically varies between 25-35 minutes. Classroom time should allow for students to complete 4 Independent Digital Lessons each week.

Observe Whole Group Fluency and Word Problems
Students should spend about 15 minutes as a whole group each day. Look for:

☐ Teachers leading one fluency activity to practice previously learned content.
☐ Teachers facilitating one word problem and students solving it using a variety of approaches.
☐ Students working on whiteboards or paper to show their thinking.

Observe Independent Digital Lesson rotation
Students should spend about 30 minutes learning with Independent Digital Lessons each Core Day. Look for:

☐ Students wearing headphones to hear the personalized instruction.
☐ Students completing Digital Lessons independently, not as a whole group or in pairs.
☐ Students persevering independently and rarely raising hands (teachers do not float during this time).
☐ Students completing and correcting Zearn Student Notes throughout the Digital Lesson. Review a few Zearn Workbooks to check completion.
☐ Students completing paper Exit Tickets after the Digital Lesson.

Observe Small Group Lesson rotation
Students should spend about 30 minutes learning in Small Group Lessons each Core Day. Look for:

☐ Students using concrete manipulatives to model their math reasoning.
☐ Students explaining math reasoning aloud to their teacher and peers.
☐ Students drawing on paper or whiteboards to represent their math reasoning.
☐ Students receiving direct feedback throughout the lesson from their teacher and peers.
☐ Teachers using annotated Small Group Lessons to design the daily lesson with each group.

Discussion starters for classroom visits
Here are a few questions to prompt discussions with your team:

- How are lesson completion goals tracked and celebrated, both individually and as a class?
- What systems encourage perseverance while students work independently?
- What systems help ensure students complete paper Student Notes and Exit Tickets?
- What routines help students rotate between the two stations each day?
- How is each small group formed for daily instruction? How often do groups change?
- When are Zearn Reports checked? What strategies are used to support Alert and Pace Reports?