<table>
<thead>
<tr>
<th>Color Coding:</th>
<th>Where We Are</th>
<th>TO DO</th>
<th>Staff Development/ Needed Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red-Not in Place</td>
<td>School: _______ Grade Levels: _______</td>
<td>Where We Are Color code each line item Grade Levels:</td>
<td></td>
</tr>
<tr>
<td>Orange-Purpose Building (80% Buy-in)</td>
<td>Where We Are Color code each line item Grade Levels:</td>
<td>TO DO Next Steps</td>
<td></td>
</tr>
<tr>
<td>Yellow-Infrastructure (Planning)</td>
<td>Where We Are Color code each line item Grade Levels:</td>
<td>TO DO Next Steps</td>
<td></td>
</tr>
<tr>
<td>Green -Initial Implementation (We are ALL trying it out)</td>
<td>Where We Are Color code each line item Grade Levels:</td>
<td>TO DO Next Steps</td>
<td></td>
</tr>
<tr>
<td>Blue-Full Implementation (Business as usual)</td>
<td>Where We Are Color code each line item Grade Levels:</td>
<td>TO DO Next Steps</td>
<td></td>
</tr>
</tbody>
</table>

**Systemic and Systematic:** Staff understands the need for consistency within/across grade levels

**Instructional Time:** Agreed upon minutes for *Universal Instruction* within and across grade levels, breakdown of minutes according to the agreed upon *Instructional Framework*

ALL staff has a common understanding of current research on effective and engaging universal classroom environment

Staff has established **Culturally Responsive Practices;** *Agreed Upon Guarantees*

All universal classroom environments are set up to support an agreed upon *Instructional Framework* with the following key components:

- **Focus Lesson-** *Explicit Instruction,* modeling, demonstrating
- **Guided Instruction-** Flexible grouping based on data, differentiated, scaffolding, feedback
- **Collaborative Learning Opportunities-** Group learning, purposeful student talk, authentic and aligned to target skill/strategy
- **Independent-** Student applies skill/strategy to novel tasks, relevant, authentic, student choice
- **Student Coaching/Conferring-** Teacher/student conversation, feedback, goal setting, formative

**Established Instructional Procedures/Classroom Management**

Established school-wide and classroom expectations; rules and routines explicitly taught and established using common language at grade level and across grade levels

*Classroom Behavior Matrix* is aligned to *Instructional Framework*

Established attention signals, transition routines, celebration of student success, affirmations

**Physical Classroom Environment-** Culturally relevant, and reflects students’ unique home and community background

**Organized Classrooms:** Students can access materials and function with independence

**Intentionally Stimulating Environment:** Word Wall, Environmental Print, Authentic Student Work, Imaging and Possible Self

**Culturally relevant and responsive classroom libraries:** Access to appropriate complex text (literature and informational text), media/Technology resources

**Literacy Work Stations:** Routines/expectations explicitly taught and displayed with visual clues; stations well equipped, tasks designed to be done independently or with small group

**Literacy Work Stations:** Set up to support target learning goals within an instructional framework-i.e. independent reading, independent writing, word work/phonics, vocabulary, fluency, comprehension, media/ technology, collaborative inquiry-based learning