



GET LITERACY

St. Helena Parish School District
New Teacher Meeting
St. Helena Central Office

August 22, 2019

Welcome

Purpose

Give One Get One

Monthly Data/Observation Cycles

Snowball

Next Steps

Notes:

ST. HELENA PARISH SCHOOL BOARD
DOMAIN I: PLANNING CLASSROOM OBSERVATION FORM

Teacher: _____ Position: _____

School or Work Site: _____ Observation Date: _____

Observer: _____ Position: _____

Amount of Time Observed _____ Subject Observed _____

KEY: S - Observed, Satisfactory NI - Observed, Needs Improvement U - Observed, but Unsatisfactory NO - Not Observed NA - Not Applicable	DESCRIPTORS	RATING	COMMENTS
1. Specifies learner outcomes in clear, concise objectives	<ul style="list-style-type: none"> • Black Board Configuration is posted • Reorientation statement • Students can state what they are learning 		
2. Includes activity/Activities that develop objectives	<ul style="list-style-type: none"> • AIM is written in student friendly terms that include HOTS verbs and connects to the objective of the lesson 		
3. Identifies and plans for individual differences or develops an IEP, ITP, or IFSP	<ul style="list-style-type: none"> • Inclusion Teacher/Teaching Assistant is engaged with students • Agenda has group work listed. • Lesson plan includes differentiated instruction/activities. 		
4. Identifies materials, other than standard classroom materials, as needed for lesson	<ul style="list-style-type: none"> • Lesson plan lists external sources/resources and materials. • Materials are readily accessible. 		
5. States method(s) of evaluation to measure learner outcomes	<ul style="list-style-type: none"> • Lesson plan lists formative and summative assessments. 		
6. Develops and implements written lesson plans	<ul style="list-style-type: none"> • Lesson plan is posted. 		

ADDITIONAL NOTES

ST. HELENA PARISH SCHOOL BOARD
DOMAIN II: MANAGEMENT CLASSROOM OBSERVATION FORM

Teacher: _____ Position: _____

School or Work Site: _____ Observation Date: _____

Observer: _____ Position: _____

Amount of Time Observed _____

Subject Observed _____

KEY: S - Observed, Satisfactory NI - Observed, Needs Improvement U - Observed, but Unsatisfactory NO - Not Observed NA - Not Applicable	DESCRIPTORS	RATING	COMMENTS
1. Organizes available space, materials, and/or equipment to facilitate learning	<ul style="list-style-type: none"> • Black Board Configuration is posted • Desks arranged for student engagement 		
2. Promotes a positive learning climate	<ul style="list-style-type: none"> • Positive feedback, tone. • Subject-matter is obvious through classroom decorations. • Students are positive, smiling. 		
3. Manages routines and transitions in a timely manner	<ul style="list-style-type: none"> • Little or no lag time during activity. • Transitions from one activity to the next is quick. • Transition techniques are used. 		
4. Manages and/or adjusts allotted time for activity planned	<ul style="list-style-type: none"> • Adjusts when student issues arise during instruction. 		
5. Establishes expectations for learner behavior	<ul style="list-style-type: none"> • PBIS expectations are posted. • Teacher provides expectations PRIOR to assignment/activity. 		
6. Uses monitoring techniques to facilitate learning	<ul style="list-style-type: none"> • Teacher walks around classroom to monitor students. • Teacher uses verbal and/or non-verbal cues to keep students on task. 		
7. Promotes a healthy, safe environment	<ul style="list-style-type: none"> • Students participating in activity. • Classroom arrangement is such that students and teachers can exit quickly. • Emergency exit map is posted. • Classroom equipment/materials/supplies are stored safely. • Cords, wires, and other technology-related items are arranged to prevent accidents. 		

ADDITIONAL NOTES

EVALUATEE _____ DATE _____

OBSERVER _____ DATE _____

THE SIGNATURE INDICATES THE EMPLOYEE HAS SEEN AND BEEN PROVIDED WITH A COPY OF THE OBSERVATION. IT DOES NOT DENOTE EITHER AGREEMENT OR DISAGREEMENT. OBSERVATION IS BASED UPON ANY AND ALL EVIDENCE PERTINENT TO THE PROPER DISCHARGE OF THE EMPLOYEE'S PERSONAL AND PROFESSIONAL DUTIES, OBLIGATIONS AND RESPONSIBILITIES, INCLUDING JOB DESCRIPTIONS AND APPROVED GOALS AND OBJECTIVES.

ST. HELENA PARISH SCHOOL BOARD
DOMAIN III: INSTRUCTION CLASSROOM OBSERVATION FORM

Teacher: _____ Position: _____

School or Work Site: _____ Observation Date: _____

Observer: _____ Position: _____

Amount of Time Observed _____ Subject Observed _____

KEY: S - Observed, Satisfactory NI - Observed, Needs Improvement U - Observed, but Unsatisfactory NO - Not Observed NA - Not Applicable	DESCRIPTORS	RATING	COMMENTS
1. Uses technique(s) which develop(s) lesson objective(s)	<ul style="list-style-type: none"> High-engaged Mindful Teaching strategies are used. 		
2. Sequences lesson to promote learning	<ul style="list-style-type: none"> Agenda posted Activities are sequenced in a progressive manner. Appropriate pacing of lesson. Wait time for student responses 		
3. Uses available teaching material(s) to achieve lesson objective(s)	<ul style="list-style-type: none"> Manipulatives are used. Student workbooks are available. Additional materials/resources are readily available/evident 		
4. Adjusts lesson when appropriate	<ul style="list-style-type: none"> Teacher anticipates problems and plans appropriately. Notices lack of understanding and/or difficulty 		
5. Integrates technology into instruction	<ul style="list-style-type: none"> Technology is used during lesson. Students are actively engaged in relevant technology use. Aligned to TE items (drag/drop, multiple select, etc.) 		
6. Presents accurate subject matter or presents functional content appropriate to learner's capacities	<ul style="list-style-type: none"> Tier I curriculum use is evident. 		
7. Relates relevant examples, unexpected situations, or current events to the content, or illustrates application of content through examples/situations	<ul style="list-style-type: none"> Evident in Transfer Phase 		
8. Accommodates individual differences.	<ul style="list-style-type: none"> Grouping Differentiated instruction/activities observed. Leveled activities 		
9. Demonstrates ability to communicate effectively with students	<ul style="list-style-type: none"> PBIS terms, strategies used. Respectful language Accountability Talk Clarifying language Appropriate vocabulary 		
10. Stimulates and encourages higher order thinking at the	<ul style="list-style-type: none"> Use of HOTS is evident 		

appropriate developmental levels or stimulates and encourages independent performance and optimal levels of thinking			
11. Promotes student participation	<ul style="list-style-type: none"> • All students are engaged in the lesson. • Variety of strategies are used to engage students. • Student choice 		
12. Consistently monitors ongoing performance of students	<ul style="list-style-type: none"> • Teacher proximity • Verbal/non-verbal cues 		
13. Uses appropriate and effective assessment technique(s).	<ul style="list-style-type: none"> • Formative assessment techniques used. • Questions are aligned to objectives 		
14. Provides meaningful feedback to students.	<ul style="list-style-type: none"> • Feedback directly aligns to the objective/standard and done at appropriate times during the lesson. • Intentional questioning. • Strategy used to identify students who need additional assistance. (parking lot) 		

ADDITIONAL NOTES

EVALUATEE _____ DATE _____

OBSERVER _____ DATE _____

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Observer:

Curriculum:

Date:

Grade Level:

The Curriculum Implementation Observation Tool is designed to be a quick check for indicators of effective instruction. This tool should be used to drive conversations between the observer and the teacher on methods to improve curriculum implementation in the classroom.

Highly effective K-2 literacy classrooms are those in which students:

- Receive explicit phonics instruction
- Develop language and literacy skills while building background knowledge
- Engage with a **Tier 1 curriculum** regularly and effectively

Effective K-2 classrooms are multifaceted. Observers **should not** expect to see every indicator or look-for listed during a single walk-through.

Teacher Actions	Look-Fors	Teacher 1 (y/n)	Teacher 2 (y/n)	Teacher 3 (y/n)
Which facet of ELA instruction is being observed?				
<ul style="list-style-type: none"> • Foundations of Reading: Respond to Indicator 1 • Language and Literacy: Respond to Indicator 2 				
Indicator 1: Students receive explicit phonics instruction. (Foundations of Reading)	A. Tier 1 curricular materials are being used in the classroom.			
	B. Teacher models letter-sound relationships for students. <i>(If yes, answer B-1 and B-2)</i>			
	B-1. Teacher models how to orally blend and segment letter sounds in words.			
	B-2. Teacher models writing (how words are sounded out and spelled).			
	C. Students practice letter-sound skills. <i>(If yes, answer C-1, C-2, C-3, and C-4)</i>			
C-1. Students read words with the target letter sounds.				

	E-2. Students read a text with words that focus on the letter sounds that they are learning (independent or in small group).			
	C-3. Teacher provides feedback to students on targeted skills as they are practicing.			
	C-4. Students write using the targeted letter sounds.			
Indicator 2: Students read and express understanding of complex, grade-level appropriate texts. (Language and Literacy)	D. Tier 1 curricular materials are being used in the classroom.			
	E. Students read complex text from the Tier 1 curriculum. <i>(If yes, answer E-1 and E-2)</i>			
	E-1. Students engaging in a text from the Tier 1 curriculum being read aloud.			
	E-2. Students read texts from the Tier 1 curriculum (independently, in pairs or in small groups).			
	F. Students respond to texts through discussion. <i>(If yes, answer F-1 and F-2)</i>			
	F-1. Students engage in whole class discussions about the text.			
	F-2. Students engage in partner or small group discussions about the text.			
	G. Students respond to text in writing. <i>The guidance below is the end of year target; it should not dictate every assignment.</i>			
	<ul style="list-style-type: none"> ● <i>Kindergarteners write words using invented spelling (that is, letters to represent words and sounds, such as iz for is, or kak for cake).</i> ● <i>1st graders write sentences (using a combination of invented and conventional spelling).</i> ● <i>2nd graders write a paragraph or paragraphs (using mostly conventional spelling).</i> 			

Observer: _____ **Curriculum:** _____ **Date:** _____ **Grade Level:** _____

The Curriculum Implementation Observation Tool is designed to be a quick check for indicators of effective instruction. This tool should be used to drive conversations between the observer and the teacher on methods to improve curriculum implementation in the classroom.

Highly effective ELA classrooms are those in which all students read, understand, and express understanding of complex, grade-level texts. Effective ELA classrooms are multifaceted. Observers **should not** expect to see every indicator or look-for listed during a single walk-through.

During the walkthroughs, use a smartphone or tablet to pull up the teacher version of the lesson (for example, Guidebook lessons can be found [here](#)).

Teacher Actions	Look-Fors	Teacher 1 (y/n)	Teacher 2 (y/n)	Teacher 3 (y/n)
Indicator 1: Students use the instructional materials every day.	A. Tier 1 curricular materials are being used in the classroom.			
Indicator 2: Students are consistently engaging with grade-level texts.	B. Students read and react to complex, grade-level appropriate texts. <i>(If yes, answer B-1, B-2, and B-3)</i>			
	B-1. Students engaging in a text from the Tier 1 curriculum being read aloud.			
	B-2. Students read text from the curriculum (independent, pairs, or in small group). <i>To earn a yes, no student should be using an easier or different version of a unit text.</i>			
	B-3. Students react to questions from the curriculum about texts by writing quick responses or participating in informal, brief conversations (pairs, small groups, or whole-class).			

	C. Students express their understanding of texts through formal discussions and writing. <i>(If yes, answer C-1, C-2 and C-3)</i>			
	C-1. Students preview or complete the unit culminating task.			
	C-2. Students respond to a writing prompt from the curriculum.			
	C-3. Students participate in a whole-class formal discussion (i.e. Socratic Seminar, Fishbowl Discussion) about the text using prompt(s) from the curriculum.			
Indicator 3: All students are participating in core instruction from the curriculum.	D. All students are engaged in the on-grade-level work from the curriculum. <ul style="list-style-type: none"> ● If no: How many students are not engaged in the on-grade-level ELA work from the curriculum? <ul style="list-style-type: none"> ○ What are those students doing? (building content knowledge with related texts, practicing fluency, reading below-grade level texts, practicing vocabulary in isolation, writing spelling words, computer generated ELA work, other_____) 			

Observer: _____ **Curriculum:** _____ **Date:** _____ **Grade Level:** _____

The Curriculum Implementation Observation Tool is designed to be a quick check for indicators of effective curriculum implementation. This tool should be used to drive conversations between the observer and the teacher on methods to improve implementation in the classroom.

Highly effective math classrooms are those in which students:

- Engage with a **Tier 1 curriculum** regularly and effectively
- Spend the bulk of their time doing math and talking about math
- Receive appropriate and timely supports that allow them to spend a majority of their time in on-grade-level work

Observer Actions	Look-Fors	Teacher 1 (y/n)	Teacher 2 (y/n)	Teacher 3 (y/n)
Indicator 1: Students spend the majority of the class time solving curriculum-based math problems and explaining their reasoning.	A. Tier 1 curricular materials are being used in the classroom.			
	B. Students spend a majority of the time solving math from the curriculum. <i>If students spend a majority of the time watching the teacher work math problems, this indicator should earn a “no.”</i>			
	C. Students have opportunities to talk about their mathematical thinking and build on each other’s reasoning.			
Indicator 2: Pacing is on schedule so that students will engage with the full curriculum during the school year.	D. Within the year long scope-and-sequence, pacing is on schedule so that students will engage with all grade-level standards. <i>Access pacing guidance in the Louisiana Guides to Implementing specific curriculum.</i>			
	E. Daily pacing allows students to consistently do a majority of the math problems/tasks in the curriculum, including the conceptual understanding and application problems. <i>Flip through the students’ workbooks to determine if students have been completing on-grade-level content, including the conceptual understanding and application problems, consistently over time.</i>			
Indicator 3: All students do on-grade-level work with supports on prerequisite math as needed.	F. All students are engaged in the on-grade-level math work from the curriculum. <ul style="list-style-type: none"> ● If no: How many students are not engaged in the on-grade-level math work from the curriculum? <ul style="list-style-type: none"> ○ What are those students doing? (prerequisite math work aligned to the day’s lesson, computer generated math work, other_____) 			