Trinity Basin: Instructional Observation Companion Guide

TBP Core Principles in Lesson Design and Delivery

High Impact Learning

- <u>Environment</u> – *classroom and campus*
  - Integrated Technology
  - Learner Mobility and Adaptability
  - Multiple Modalities
  - Inclusivity
  - Trauma-Informed
  - High Expectations
- <u>Experience</u> – *Authentic, Relative, Innovative, Collaboration*
  - Participatory Teaching and Learning for Strong Instruction
  - Grade Level Appropriate
  - Authentic Inquiry and Discovery
  - Deep Engagement
    - Relational
    - Cognitive
    - Agentic
- <u>People</u> – *TBP Leader and Student Profile*
  - Learner Centered
  - Valued Member of a Team
  - Feedback and Reflection

Principles of Acceleration:

- <u>Prioritize</u> the most critical prerequisite skills and knowledge
  - YAG
  - IFD
- <u>Plan</u> your approach to diagnosing students unfinished learning
  - In Class Small Groups and Interventions
  - Accelerated Instruction Block
  - AI Lesson Plans & Groups
- <u>Adapt</u> your scope and sequence/pacing guidelines
  - SWIC
  - Lesson Design for teachers
  - Lesson Design Look Fors
- <u>Train</u> your teachers and leaders
  - Professional Learning
- <u>Monitor</u> your student progress
  - PLC
  - Data Trackers
  - Data Protocol
  - Adjustments

Administrator Look Fors for All Classrooms

Lesson Design and Delivery Elements	TBP Core Principles			
	Environment	Experience	People	Acceleration
Engage	Students demonstrate their learning using a variety of learning styles and intelligences. Most of the displays around the school are student work that shows originality, creativity. and higher-order thinking. Classrooms are set up so each learner can independently access and use materials, books, equipment, and reference materials. Every day should begin with a community-building prompt. Even if the teaching schedule is short, do not cut community building at the beginning of the day.	Learning applies to student real-life situations or issues. Teachers assess the learner's life experiences, knowledge, goals, and interests and use this data to design learning activities. Prior knowledge is assessed in order to engage every student in instructional activities and make connection between various subjects and contexts.	Teachers take advantage of teachable moments. Every student is empowered to make choices in her/his learning. Students' strengths and interests are identified and used to plan instruction and curriculum. Students are involved in the planning of instruction. Learners are guided to manage time and resources effectively.	The school and each teacher provide opportunities for students to extend and accelerated their learning, to assess their work and to follow-up on individual interests.

Content	– Teachers integrate state, district, and/or school standards to plan curriculum.	Instruction includes and makes use of the cultural and family traditions of the students and/or community. Instruction includes the vocabulary, methods, and.or activities of the work world or the discipline.	Throughout the classroom and school, there is a spiraling strand of curriculum from one year to the next that builds on prior knowledge in order to deepen the levels of student thinking.	Every student is engaged in differentiated content, process and products based upon her/his needs, interests, and strengths in order to accelerated learning. All students participate in enriched and challenging learning experiences.
Collaborate		Every student is engaged in interactive and collaborative activities to share knowledge and expertise or to compete projects. Teachers' dialogue with students develops critical thinking. Student interact with a learning community that exists in and outside the school through field-base experiences and/or technology.	The classroom exhibits and celebrates student learning with the community.	

| Synthesize | | Every student demonstrates his/her learning through the creation of authentic products and performances.

Students constructively critique their own and each other's work.

Assessment is used to determine a variety of instructional approaches in each unit and lesson. | Students reflect on their work and learn from their mistakes.

Teachers build family-student interaction into the learning and assessment practice. | |
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*Levin H.M. (2005) Accelerated Schools: A Decade of Evolution. In: Fullan M. (eds) Fundamental Change. Springer, Dordrecht. https://doi.org/10.1007/1-4020-4454-2_9
*The Accelerated School Resource Guide (Hopfenberg, Levin et al., 1993)

Teacher Recommendations for Strong Instructional Practices with All Lessons in Dual Methods of Instruction

Leader Observation Questions:
Engage: Are all students engaged in the work of the lesson from start to finish?
Content: Are all students working with content aligned to the appropriate standards of their subject and grade?
Collaborate: Are all students responsible for doing the thinking in this classroom?
Synthesize: Do all students demonstrate that they are learning?

Category	Recommendation
Learning Environment	- Have a discussion with students at the beginning of the year about what a positive virtual learning environment looks, feels, and sounds like. Use these conversations to create community norms that you revisit periodically. - Ensure all students have understood directions before launching them into an independent or collaborative task. If sending students to breakout rooms, remember to post a discussion prompt in the chat box beforehand so they can see it. Remember, English learners will best internalize directions if they are provided verbally and allowed to ask clarifying questions. Remember to post prompts in clear, concise language. - Set expectations for communication norms (e.g., when to come off mute, when to respond in the chat, etc.) and how to signal needs. - Introduce, practice, and reinforce routines. When asking students to utilize a new technology feature or application, clearly model how they perform the task and ask check-for-understanding questions. This can include features such as private chat to the teacher, annotating, raising a hand, polling, etc. - It is recommended to have a printed sticker or sheet with these written directions with accompanying visuals (e.g., a picture of what the microphone looks like muted vs. unmuted) to provide scaffolded reminders.
Clarity	- Provide a daily schedule that you post on your LMS and reference it during your live lessons so students can start to internalize how their days will flow. - Clearly explain what materials students will need for each lesson and give them a minute at the beginning of the lesson to ensure they have all their materials ready. Encourage them to show you their materials on screen to confirm they have the correct materials. - Ensure that specific tools and manipulatives required by a student's IEP are still being offered in the virtual learning environment. - Provide time stamps for activities, harness visual and audible timers, provide verbal narration, and use the broadcast feature in breakout rooms to remind students of how much time they have left for certain activities.

Student Engagement	- Provide multiple ways for students to contribute throughout the lesson and clarify when to use each (e.g., draw/writing responses on a piece of paper and holding it up to the screen, typing in the chat box, working within a Google doc, responding on a Schoology discussion board thread, etc.). - Remember to allow for extended time for typed responses and/or consider allowing oral responses for English learners. - When possible, minimize the amount of clicking and toggling students are required to do for each activity.
Data Driven Differentiation	- Leverage frequent virtual formative assessments to check for understanding and engagement (e.g., display a whiteboard with the answer, private message the teacher with the answer, small group discussions in break-out groups where the teacher joins multiple groups, ask students to provide rationale and evidence for their answer). - Remember to allow for extended time for typed responses and/or consider allowing oral responses for English learners. - Utilize mixed grouping for breakout groups throughout the week to ensure your students have a mixture of homogenous grouping (like-ability groups, allowing for leveled teacher intervention during breakout groups) and heterogenous grouping (mixed-ability groups, allowing for alternate perspectives and academic support). - When having students give hand signals or whiteboards for a check for understanding, take time to scroll through all video screens to quickly and accurately collect data on how many students did not show mastery. Remind students to use the ask for help feature or raise hand option when needed individualized support.

Recommendations for Specific Subject Areas

Literacy

Key Literacy Observation Questions:
Engage: Are all students engaged in the work of the lesson from start to finish?
Content: Does instruction explicitly and systematically provide all students the opportunity to master foundational skills?
Content: Is the lesson focused on a high-quality text?
Content: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?
Engage: Who is responsible for doing the thinking in this classroom?

Lesson Type	Teacher Actions
Read Aloud	- Explicitly tell students what to pay attention to and where to put their eyes. - Lower primary: For picture books, while introducing the text ensure you are completing a book walk to highlight print concepts. While reading, the teacher should display the book so that text and illustrations can be seen either while reading or after reading a page. - For novel study, teachers need not display the entire text. Display portions of the text (e.g., a specific paragraph) when students are having a zoomed-in discussion that requires them to review text evidence together. - When planning a lesson, identify 1-2 questions that would benefit from group discussion and put students in breakout rooms of 2-4 to discuss. Remember to check in with your English learners to ensure they understand the questions you are posing.
Guided Reading	- During the before reading portion of the lesson, use the whiteboard feature or a PowerPoint to provide phonics and/or vocabulary instruction. Remember that when introducing new vocabulary to English learners, pictures or examples will help to strengthen their connection to the vocabulary. This is also good practice for all students! - Provide a digital copy of the text. - When students are reading out loud, use your meeting controls to mute specific students to only hear one student reading at a time. You can listen for accuracy, fluency, and overall confidence while reading. Then, document your observations on your anecdotal note sheet. - During discussions, use annotation tools to highlight text evidence that you would like students to focus on. Students with IEPs may also benefit from explicit instruction with using graphic organizers to collect their thoughts in preparation for whole-group discussion.
Close Reading	- Virtually display the text and annotate as you would in person. - When planning a lesson, identify 1-2 questions that would benefit from group discussion and put students in breakout rooms of 2-4 to discuss.

	• After each lesson, encourage students to reflect on the work they did as good readers including how what they learned builds upon their understanding of the themes within a given unit. After students share, project the takeaways visually on a slide. • For independent application texts, students with IEPs may also benefit from having the option to listen to a recording of the text being read aloud to supplement their own independent reading practice.
Phonics and Language Development	• Use a digital whiteboard or create a slide deck to teach new words. Remember that when introducing new vocabulary to English learners, pictures or examples will help to strengthen their connection to the vocabulary. This is also good practice for all students! • Direct students to put their faces close to their camera so teachers can monitor how their lips are moving to make sounds. • Monitor during whole-group practice time to determine which students would benefit from individual practice. Use this information to call on specific students during the remainder of the lesson. • Utilize breakout rooms for phonics partner practice using student data.
Writing	• When a teacher is modeling, utilize your phone or a document camera (which you can use to display your screen: directions for how to do this in Zoom here and here), the whiteboard, or share a Google Doc so students can see you writing in real-time. • Provide editable copies of graphic organizers when appropriate. • Utilize break out rooms to hold individual or group conferences. Have students read their writing on a video to get content feedback during small group or individual conferences. Break out rooms can also be used for peer review and feedback. ○ Remember that your English learners will possibly read and write at different levels of understanding. Ensure that you are able to focus on what is written and not spoken during this portion of the lesson. • Have students take a picture of hard copy writing to submit digitally for feedback from teacher. As students' progress in their ability to type quickly, they can submit writing electronically. Consider using some of this work for data-driven show-call opportunities during the next lesson.

Video Examples:

- This video provides examples of how to set expectations for making your mouth visible to the screen (very important during phonics instruction) and whisper-reading. The teacher provides students opportunities to practice and positively reinforces their behaviors. Notice how quickly this is done!
- These videos (here and here) show teachers facilitating discussions around the best piece of supporting evidence, as one does frequently during close reading and during the after reading portion of a guided reading lesson.

- [This video](#) (through 0:48) is a snippet of a live lesson in which the teacher launches students into an independent application activity with clear expectations on what to do and how to do it.
- [This video](#) is an asynchronous example of a teacher reading aloud a text to students as they model comprehension work.

Math

Key Math Observation Questions:
Engage: Are all students engaged in the work of the lesson from start to finish? **Content**: Does the content of the lesson reflect the key instructional shifts required for college/career ready math standards? **Content**: Does the teacher employ instructional practices that allow *all* students to learn the content of the lesson? **Synthesize**: Do students exhibit key mathematical practices while engaging with the content of the lesson?

Lesson Component	Teacher Actions
Math Fluency/Numeracy	- Use PowerPoint to show fluency activity - Use countdown for choral response - Students can utilize individual white boards to show answers. Use a countdown such as "1,2,3...hold up your boards." - Remember that with your English learners any countdown may need to be extended to allow for additional response time.
Skill Lesson/Direct Teach	- Display the problem and read any instructions. Ask comprehension question to gauge that the majority of students will be on the right track before solving. - Place students in individual breakout groups to solve independently. Join breakout groups looking for the exemplar way of solving the problem. If you notice that many students are expressing misconceptions while solving, close breakout rooms and bring the class back to debrief. - Have students explain their thinking and either capture their work using the whiteboard or have one or multiple students annotate in front of the class as they become more familiar with that skill. - Display edited PowerPoint for the lesson. - Provide students with different opportunities to contribute to the discussion through verbal share-outs, the chat feature, and modeling annotations themselves once they've learned how to do that. Consider asking your English learners which format they prefer to use when responding.

Guided Math/Independent Practice	- Place students in individual breakout groups to solve independently. Join breakout groups and prompt students to explain their work. Use this time to gather data about strengths and potential misconceptions to inform how you will structure the debrief. Bring students back whole group to debrief trends when necessary. For example, if all students successfully solved the first problem, they should keep working independently. - If there are a few students who struggle with a particular problem, consider bringing them back to the main group for more scaffolded support while also students work independently. - Utilize a tool for gathering data while in breakout rooms just as you would if you were walking around the class observing student work.

Science

Key Science Observation Questions:
Engage: Are all students engaged in the work of the lesson from start to finish? **Content**: Is the lesson focused on grade appropriate content? **Content**: Does the lesson employ questions and tasks, in both oral and written, that integrate the standards to build students' knowledge of relevant content? **Synthesize**: Are all students responsible for doing the thinking in this classroom?

Lesson Component	Teacher Actions
Science	- Embed higher-order thinking questions asked throughout the lesson, also visible to students on the screen. - Always provide guiding questions before asking students to examine an artifact (e.g., a photograph, an article, a video, etc.). - If virtual: Place students into individual breakout rooms to complete "Claim, Evidence, Reasoning" activities. Monitor rooms for trends to identify students to call on to share CER responses.

Leader Resources/Toolkit: *linked*

- Principal One Stop Shop
- Tips for coaching virtually