K-5 Observation Tool: School Leadership

The purpose of this tool is to help guide implementation of the curriculum in the classroom and is intended to provide indicators and look-fors that are important to effective curriculum execution and maximizing student learning. This tool is designed to be used in flexible learning environments including onsite instruction and remote synchronous and asynchronous instruction.

Before your Onsite or Remote Coaching Session:
- Print a copy of the Observation Tool that aligns to the classroom setting (onsite, in-person instruction; remote, synchronous instruction; or remote, asynchronous instruction).
- Identify which units/lessons you will be observing and review the corresponding lesson plans.

During your Onsite or Remote Coaching Session:
- Ensure access to the lesson plan for the observation.
- As you visit/view/watch each scheduled classroom, look for evidence of the indicators in each row of the tool. Begin by reviewing the "Foundational" column and move onto each subsequent column only if evidence is observed in that particular column. If evidence is observed, check the box next to the "look for" and proceed to the "Initial Implementation" column. If evidence is not observed, continue with the next row of "look fors."
    - "☑" = Evidence observed
    - "❏" = No evidence observed
- Complete one of the tools for each classroom you observed. See below for observation timing recommendations based on classroom setting:
    - Onsite, in-person instruction: 20 - 30 minute observation is recommended per classroom
    - Remote, synchronous instruction: 15 - 20 minute observation for each lesson
    - Remote, asynchronous instruction: 10 - 15 minute observation (If video timing is less than 10 minutes, we recommend watching two lessons.)
- If observation time is limited, prioritize the "Instructional Resources" and "Instructional Delivery" rows of the Tool.

After your Onsite or Remote Classroom Visits:
- Complete the last page of the Tool "Prioritized Next Steps" in order to organize your classroom data and guide next steps for teachers.

Onsite-Observation Tool

	Foundational	Initial Implementation
Instructional Resources	☐ Teacher Guide and primary student materials (Readers and Activity Books, if applicable) are utilized.	☐ Ancillary components, teacher and student materials, are correctly utilized. - Flip Books/Image Cards - Letter Cards/Spelling Cards - Digital Components - Individual Code Charts - Chaining Folders, etc.
Instructional Delivery Based on the classroom you observe, please use these additional look fors (K-2 Skills, K-2 Knowledge, or 3-5 Integrated):	☐ Instruction aligns with required minutes for the program. (If not observed/evident, the observer may move to the Initial Implementation column.) - 60 min. K-2 Skills and 60 min. K-2 Knowledge - 120 min. for Grade 3 - 90 min. for Grades 4-5 ☐ On average, lesson segments are taught in the time allotted. ☐ Lesson segments are taught in the order outlined in the lesson. **K-2 Skills:** ☐ Instruction aligns to the sounds-first approach. - Teacher references sound versus letter name - Teacher references frequency of spelling for a given sound ☐ Sounds are accurately and consistently articulated. **K-2 Knowledge:** ☐ All sections of the lesson are completed. - The passage is read aloud to students versus printed or displayed - Only program materials are utilized versus supplemental activities added - Passage is read directly from the Teacher Guide **3-5 Integrated:** ☐ The main focus of the lesson revolves around ELA standards	☐ Instruction aligns with the Primary Focus Objective(s). ☐ Students engage in practice related to the Primary Focus Objective(s). - Utilizes Activity Pages - Readers - Oral activities/games ☐ Teacher utilizes sidebars during instruction to ask questions or define vocabulary words. **K-2 Skills:** ☐ Lesson execution aligns with the purpose of the lesson segment. - Phonemic awareness lesson is completed orally - Kinesthetic motions are appropriately utilized - Sample lesson examples are utilized - Chaining routines align with guidelines in program - Close Reading is completed (Grade 2) **K-2 Knowledge:** ☐ The entire read-aloud text is read and images are shared with students. - Flip Books are utilized - Image Cards are used for teaching points **3-5 Integrated:** ☐ Lesson execution aligns with the purpose of the lesson segment. - Reading - Writing - Language - Close Reading - Quests
Engagement	☐ Instructional resources are easily accessible and viewable for students. ☐ Lessons are quick paced, allowing for all segments of the lesson to be instructed.	☐ Engagement strategies listed in the program are utilized. - Peer-to-peer interaction - Turn and talk - Think-pair-share

Adapting Instruction	☐ Teacher administers program assessment(s) during instruction. - Formative Assessment - Checks for Understanding - Unit assessments - BOY, MOY, and/or EOY assessments	☐ Teacher amends instruction during lessons based on student responses to both remediate and extend student understanding. - Use of sidebar prompts - Prioritized questioning - Selected Activity Book questions
Classroom Procedures	☐ Program instructional time is maximized due to efficient classroom routines and procedures. For example: - Instruction is fluid - Frequent and consistent program routines are internalized by students	☐ Teacher uses groupings based on Program suggestions to target learning as outlined in the Lesson at a Glance. - Small group - Whole group - Partner
Pacing and Coherence	☐ Current unit is consistent with program sequence of units/domain order.	☐ Current lesson is consistent with the Program Pacing Guide **(five lessons ahead or behind).**
Physical Space	☐ Program instructional materials are posted on the walls or visible during instruction. For example: - Sound Posters (K) - Spelling Trees (1-2) - Code Flip Books (1-2) - Tricky Word Walls (K-2) - Timeline/graphic organizers (1-5)	☐ Program instructional materials in the classroom align with the current unit/domain.

Prioritized Next Steps

After the observation, identify Areas of Strength and Areas for Growth for the teacher observed:

2 Areas of Strength	2 Areas of Growth

Remote, Synchronous Instruction - Observation Tool

	Foundational	Initial Implementation
Instructional Resources	☐ Teacher Guide and primary student materials Readers, Activity Books, etc.) are utilized and projected, when applicable. ☐ Students have access to primary student materials (hard copy or digital access, if applicable).	☐ Ancillary components, teacher and student materials, are correctly utilized and projected/shared. - Flip Books/Image Cards - Letter Cards/Spelling Cards - Digital Components - Individual Code Charts - Chaining Folders, etc. ☐ Students have access to ancillary components (hard copy or digital).
Instructional Delivery * For guidance based on full instructional timing, see recommendations for onsite, in-person instruction. Based on the classroom you observe, please use these additional look fors (K-2 Skills, K-2 Knowledge, or 3-5 Integrated):	*If instructional timing is adjusted for remote learning,* ☐ Weekly teacher-led instruction is focused on key lesson segments. - Grades K-2: Skills (4 days) Foundational Skills; Knowledge (1 day) Read-Aloud Review/Application - Grade 3: Reading and Writing (4 days); Speaking & Listening (1 day) - Grades 4-5: Reading and Writing lesson segments ☐ Lesson segments are intentionally shortened or split over 2 days (i.e., students blend 5 words instead of 10, students answer 5 comprehension questions instead of 10). ☐ Daily instruction adheres to the order outlined in the lesson, even if lesson segments are deprioritized or timing adjusted. **K-2 Skills:** ☐ Instruction aligns to the sounds-first approach. - Teacher references sound versus letter name - Teacher references frequency of spelling for a given sound ☐ Sounds are accurately and consistently articulated. **K-2 Knowledge:** ☐ Recorded Read-Aloud utilized (4 days) and teacher-led instruction focused on content review (1 day) **3-5 Integrated:** ☐ Instruction aligns to grade-level ELA standards. ☐ Instruction prioritizes Reading, Writing, and additional lesson segments necessary for background knowledge. ☐ Grade 3: Pre-recorded Speaking and Listening Read-Aloud are assigned (4 days) and teacher-led instruction focused on content review (1 day).	*If instructional timing is adjusted for remote learning,* ☐ Instruction aligns to the Primary Focus Objective(s) and is clearly communicated to students. ☐ Students are assigned practice related to the Primary Focus Objective(s) during asynchronous time. - Utilizes Activity Pages, Readers, and/or oral activities/games ☐ Teacher utilizes sidebars during instruction to ask questions or define vocabulary words. ☐ Teacher-led instruction focuses on lesson segments that require explicit instruction and/or the teacher to view students' responses. **K-2 Skills:** ☐ Lesson execution aligns with the purpose of the lesson segment. - Phonemic awareness lesson is completed orally - Kinesthetic motions are appropriately utilized - Sample lesson examples are utilized - Chaining routines align with guidelines in program - Close Reading is completed (Grade 2) **K-2 Knowledge:** ☐ Teacher-led review of recorded Read-Aloud (1 day) focuses on key concepts and vocabulary. **3-5 Integrated:** ☐ Lesson execution aligns with the purpose and content of the lesson segment. - Teacher displays solid knowledge of important concepts in the lesson and how these relate to other parts of the lesson

Engagement	☐ Instructional resources are easily accessible and viewable for students. ☐ Lessons are quick paced, allowing for all segments of the lesson to be instructed. ☐ Students participate and respond using multiple options for real-time conversations, quick responses, and questions. For example: - Chat box - Thumbs up or thumbs down	☐ Engagement strategies listed in program are adapted for a remote setting. For example: - Think-pair-share adapted to Think and Share - Turn and talk adapted to adding responses on a shared Google doc or whiteboard ☐ Tools and systems are in place to monitor student participation. For example: - Call on students using craft sticks or index cards with students' names - Utilize response cards such as true/false, correct/incorrect, and/or A, B, C answer choices
Adapting Instruction	☐ Teacher administers in-lesson assessment(s) during instruction. For example: - Formative Assessment - Checks for Understanding ☐ Teacher adapts assessments (in-lesson, Benchmark, and Unit) for remote setting. For example: - Students record responses on paper and show answer on video - BOY assessment administered after Unit 1 (If time is limited, focus on Words in Isolation assessment for grades 3-5)	☐ Teacher administers lesson assessment(s) utilizing digital tools. For example: - Students submit responses via Google Docs, Google Forms, Whiteboard, or additional polls/surveys ☐ Teacher amends instruction during lessons based on student responses to both remediate and extend student understanding. - Use of sidebar prompts - Prioritized questioning - Selected Activity Book questions ☐ Teacher feedback is kind, timely, and aligned to the learning goal shared in email or discussion platform
Classroom Procedures	☐ Instructional time is maximized due to efficient classroom routines and procedures. For example: - Instruction is fluid - Frequent and consistent program routines are internalized by students - Clear instructions, expectations, and timelines for completion are provided for activities/assignments - Weekly or daily schedules are provided for students to track progress ☐ Remote classroom norms are established and reviewed periodically. - Clear expectations are set for interactions with teacher and peers ☐ Lesson resources necessary for following instruction and completing tasks are provided/embedded in materials.	☐ Students adhere to remote classroom norms. ☐ Teacher adapts student grouping suggestions outlined in the Lesson at a Glance. - Small group is adapted to whole group - Partner Read is adapted to read to an adult ☐ Clear objectives/learning outcomes are shared for all lesson segments (i.e., verbal or written on slide/document). ☐ Clear procedures are in place for how students will retrieve materials and submit completed work. - Digital folders by date and topic for students
Pacing and Coherence * For guidance based on full instructional timing, see recommendations for onsite, in-person instruction.	*If instructional timing is adjusted for remote learning,* ☐ Instruction begins with Unit 1 and progresses through the sequence of outlined units/domains. *Additional recommendations for the 20 - 21 School Year:* ☐ Daily small group instruction (Grades K-5) is scheduled. ☐ Daily unfinished learning instruction (Grades 1-3) is scheduled. For example:	*If instructional timing is adjusted for remote learning,* ☐ Pacing Guides are referenced regularly and Pausing Point days/timing are adjusted or eliminated if more than ten lessons behind. * *Additional recommendations for the 20 - 21 School Year:* ☐ Students are grouped based on skill for small group instruction. ☐ Unfinished learning instruction (Grades 1-3) is reviewed with students.

	- Foundational Skills Boost lesson assigned to students 20-30 minutes per day	
Physical Space	☐ Instructional materials are visible during instruction. For example: - Sound Posters (K) - Spelling Trees, Code Flip Books (1-2) Tricky Word Walls (K-2) - Timeline/graphic organizers (1-5)	☐ Instructional materials are adapted for a remote setting. - Chaining completed using dry-erase board - Practicing sounds with mirrors is adjusted to share with a caregiver

Prioritized Next Steps

After the observation, identify Areas of Strength and Areas for Growth for the teacher observed:

2 Areas of Strength	2 Areas of Growth

Remote, Asynchronous Instruction - Observation Tool

	Foundational	Initial Implementation
Instructional Resources	☐ Teacher Guide and primary student materials (Readers, Activity Books, etc.) are utilized and projected, if applicable. ***With Technology:*** ☐ Students have access to primary student materials (hard copy or digital access, if applicable) and/or videos. ***Limited Technology:*** ☐ Students have access to primary student materials (hard copy) and/or videos (USBs or DVD to be played on DVD player or other consoles).	☐ Ancillary teacher components are correctly utilized, and clear directions are outlined for independent student practice. - Flip Books/Image Cards - Letter Cards/Spelling Cards - Digital Components - Individual Code Charts - Chaining Folders, etc. ☐ Students have access to ancillary components (hard copy or digital).
Instructional Delivery * For guidance based on full instructional timing, see recommendations for onsite, in-person instruction. Based on the classroom you observe, please use these additional look fors (K-2 Skills, K-2 Knowledge, or 3-5 Integrated):	☐ Instruction is focused on key lesson segments: - Grades K-2: Skills (4 days) Foundational Skills; Knowledge (1 day) Read-aloud Review/Application - Grade 3: Reading and Writing (4 days); Speaking & Listening (1 day) - Grades 4-5: Reading and Writing lesson segments ☐ Lesson segments are intentionally shortened or split over two days (i.e., students blend 5 words instead of 10, students answer 5 comprehension questions instead of 10). ☐ Daily instruction adheres to the order outlined in the lesson, even if lesson segments are deprioritized or timing adjusted. **K-2 Skills:** ☐ Instruction aligns to the sounds-first approach. - Teacher references sound versus letter name - Teacher references frequency of spelling for a given sound ☐ Sounds are accurately and consistently articulated. **K-2 Knowledge:** ☐ Pre-recorded Read-Alouds are assigned (4 days) and content reviewed (1 day). **3-5 Integrated:** ☐ Instruction aligns to grade-level ELA standards. ☐ Instruction prioritizes Reading, Writing, and additional lesson segments necessary for background knowledge. ☐ Grade 3: Pre-recorded Speaking & Listening Read-Alouds are assigned (4 days) and content review (1 day).	☐ Instruction aligns with the Primary Focus Objective(s) and is clearly communicated to students. ☐ Students are assigned practice related to the Primary Focus Objective(s). - Utilizes Activity Pages, Readers, and/or oral activities/games ☐ Instruction prioritizes lesson segments that require explicit instruction. ***For asynchronous and synchronous instruction:*** ☐ Asynchronous instruction is focused on student practice from synchronous lessons. ☐ Teacher incorporates sidebars during synchronous instruction to ask questions or define vocabulary words. ***For all asynchronous instruction:*** ☐ Asynchronous instruction is focused on lesson segments that require direct instruction. **K-2 Skills:** ☐ Lesson execution aligns with the purpose of the lesson segment. - Phonemic awareness lesson is completed orally - Kinesthetic motions are appropriately utilized - Sample lesson examples are utilized - Chaining routines align with guidelines in program - Close Reading is completed (Grade 2) **K-2 Knowledge:** ☐ Teacher-led review of recorded Read-Alouds (1 day) focuses on key concepts and vocabulary. **3-5 Integrated:** ☐ Lesson execution aligns with the purpose and content of the lesson segment. - Teacher displays solid knowledge of important concepts in the lesson and how these relate to other parts of the lesson

Engagement	☐ Clear instructions and deliverables are communicated to students and caregivers.
	
	*** With Technology:**
	☐ Learning videos are easily accessible and viewable for students. For example:
	   - Create YouTube links for videos
	   - Create teacher homepage listing all learning materials and resources
	
	☐ Learning videos are quick paced with varying activities and intentional screen breaks. For example:
	   - Activities are varied every 5 - 7 minutes
	   - Paper and pencil screen breaks are infused into lessons
		*** With Technology:**
		☐ Engagement strategies listed in program are adapted for a remote setting. For example:
		   - Think-pair-share adapted to think-share utilizing Google Docs
		   - Turn and talk adapted to adding responses to Google Forms
		
		☐ Lessons are interactive and dynamic. For example:
		   - Content is a mix of teacher talk and video
		   - Pause and reflect "think time" is built into videos
		
		*** With Limited Technology:**
		☐ Lessons are interactive and dynamic. For example:
		   - Content is a mix of reading and writing
		   - Pause and reflect "think time" is built into lesson

Adapting Instruction	*** With Technology:**
	☐ Teacher assigns lesson assessment questions (formative and check for understanding) with online response submission. For example:
	   - turn in responses via Google Docs or editable PDFs)
	
	*** With Limited Technology:**
	☐ Teacher assigns program assessment questions (formative assessment and check for understanding) with structured protocol for turning in and reviewing student work. For example:
	   - Designate day/time for student work drop-off and pick-up
	   - Text message screenshots of student work
	
	☐ Teacher adapts assessments (in-lesson, Benchmark, and Unit) for remote setting. For example:
	   - BOY assessment administered after Unit 1 (If 1:1 student time is limited, focus on Words in Isolation assessment for grades 3-5)
		☐ Teacher feedback is kind, timely, and aligned to the learning goal shared in email or discussion platforms.
		
		☐ Teacher amends instruction based on student responses to both remediate and extend student understanding.
		   - Use of sidebar prompts
		   - Prioritized questioning
		   - Selected Activity Book questions
		
		*** With Technology:**
		☐ Teacher administers lesson assessment(s) utilizing digital tools. For example:
		   - Students submit responses via Google Docs, Google Forms, or Whiteboard
		*** With Limited Technology:**
		☐ Teacher schedules check-ins with small groups of students.

Classroom Procedures	☐ Teacher feedback is kind, timely, and aligned to the learning goal shared in email or discussion platform.
	
	*** With Technology:**
	☐ Teacher administers lesson assessment(s) utilizing digital tools. For example:
	   - Students submit responses via Google Docs, Google Forms, or Whiteboard
	*** With Limited Technology:**
	☐ Teacher schedules check-ins with small groups of students.
	
	☐ Teacher amends instruction based on student responses to both remediate and extend student understanding.
	   - Use of sidebar prompts
	   - Prioritized questioning
	   - Selected Activity Book questions
		☐ Remote classroom norms are posted/included in all learning materials.
		
		☐ Teacher adopts student grouping suggestions outlined in the Lesson at a Glance.
		   - Small group is adapted to independent and/or read along with audio Reader
		   - Partner Read is adapted to read to an adult
		
		☐ Clear objectives/learning outcomes are shared for all lesson segments (i.e. verbal or written on slide/document).
		
		☐ Tools are provided to help students manage time, track assignment completion, and answer questions.
		   - Suggested timing is added for assignments
		   - Student assignment completion is recorded on paper or an online tracking sheet

Pacing and Coherence * For guidance based on full instructional timing, see recommendations for onsite, in-person instruction.	☐ Instruction begins with Unit 1 and progresses through the sequence of outlined units/domains. *** Additional recommendations for the 20 - 21 School Year:*** ☐ Daily unfinished learning instruction (Grades 1-3) is scheduled.	☐ Pacing Guides are referenced periodically and Pausing Points days/timing are adjusted or eliminated if more than ten lessons behind. ***Additional recommendations for the 2020 - 2021 School Year:*** ☐ Unfinished learning instruction (Grades 1-3) is reviewed with students.
Physical Space	*** With Technology:*** ☐ Instructional materials are visible during recorded lessons. For example: - Sound Posters (K) - Spelling Trees (1-2) - Code Flip Books (1-2) - Tricky Word Walls (K-2) - Timeline/graphic organizers (1-5) *** With Limited Technology:*** ☐ Instructional materials are shared prior to instruction. For example: - Teacher creates student folders with personal student materials; i.e., Spelling Tree (1-2), Tricky Word Walls (K-2), Timeline (1-5) and/or graphic organizers (1-5)	☐ Instructional materials are adapted for at home support. For example: - Teacher creates student version of Code Flip Book and/or Sound Posters

Prioritized Next Steps

After the observation, identify Areas of Strength and Areas for Growth for the teacher observed:

2 Areas of Strength	2 Areas of Growth