**SPIRAL Educators**

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Description automatically generated**Observation “Look Fors”**

**Professional Learning #1**

Following the first Professional Learning, you chose a focus for your first SPIRAL coaching cycle. Use this document to see what your coach might “look for” during their scheduled observation.

*Note:* This tool is a **supportive** measure, *not evaluative*.

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| **If you are focusing on...** | **Your coach might look for…** |
| **Computation fluency** | ***Systematic Presentation and Practice:***   * The teacher provides a clear and deliberate progression (e.g., multiplication before division). * The teacher incorporates a range of examples that increase in complexity after ensuring that students are successful at the current level of complexity. * Students participate in practice that includes several opportunities for success. * There is evidence of repeated practice across days or weeks.   ***Classroom artifacts:***   * Students may see anchor charts depicting various methods of addition, subtraction, multiplication, and division. * The teacher may use the SPIRAL Whole-Number Computation Intervention Trackers. |
| **Explicit instruction** | ***Modeling: The teacher models the steps for solving a problem and involves the students in this modeling.***   * Modeling may start with a statement of the goal of the lesson and why the math is important. * The teacher models steps for solving a problem. This could involve using a checklist. * The model (i.e., explanation) is correct and clear. * While modeling the steps, the teacher uses precise math language. * During modeling, the students are active participants. They answer questions posed by the teacher. The teacher provides feedback to student responses.   ***Guided practice: The teacher and students work on math problems together. The teacher should be working on the same math problems as the student.***   * The teacher and students use the modeled steps (see Modeling) to provide appropriate prompts for working through a problem. * The teacher may do all of a problem with the students. The teacher may do some of a problem with the students (i.e., gets the students started on a problem and students work in pairs or individually to finish the problem). * During guided practice, the students are active participants. They answer questions posed by the teacher. The teacher provides feedback to student responses.   ***Independent practice: Students practice individually with teacher support.***   * The teacher may review expectations and resources for participating in independent practice. * The independent practice should align with the same skill from modeling and guided practice. * The teacher provides feedback, when necessary. * The teacher gives mini reminders, when necessary.   ***Asking the right questions:***   * The teacher asks lower-level, easier questions to do brief checks for understanding. * The teacher asks higher-level questions to develop a deep understanding of math. * The teacher asks questions that are phrased appropriately. * The teacher avoids rhetorical questions (i.e., Does that make sense? Do you understand?).   ***Eliciting frequent responses:***   * The teacher may use turn-and-talks. * The teacher may ask questions and wait for a response from one or multiple students. * Student responses may be verbal, written, or physical (e.g., pointing or showing). * The teacher may ask open-ended questions with many possible responses. * The teacher may ask for choral responses (e.g., Ask for everyone’s response after a signal). * The teacher may use hand signals (e.g., the teacher asks questions and gets responses with thumbs up, first-to-five). * Students may respond using whiteboards or manipulatives.   ***Providing immediate specific feedback:***   * When a student shows an error or misconception, the teacher provides feedback with 1-to-1 support, verbal prompts, and questions to guide student to understand and correct the error. * When a teacher provides affirmative feedback, the teacher reinforces and restates the student’s response. This should be math specific as much as possible. * When a teacher provides corrective feedback, they help the student understand the error. They provide redirection is a meaningful way. The teacher does not use shaming language about the error. |
| **Fact fluency** | * Students engage in brief, daily fluency activities. * The teacher or students (or fluency program) provide immediate specific feedback. * Students may graph fluency scores and monitor progress. |
| **Vocabulary** | ***Teacher modeling and instruction:***   * The teacher models using formal, precise mathematics language at all times. * The teacher provides student-friendly definitions of math vocabulary as well as visuals, examples, and non-examples (when applicable).   ***Student opportunities to learn and practice vocabulary:***   * Students have scaffolded opportunities to pronounce math vocabulary and use terms in complete sentences. * Students are given opportunities to **listen, read, speak,** and **write** using math vocabulary.   ***Classroom artifacts:***   * The classroom has a math word wall. Words are added to the wall after they have been explicitly taught. Students use the word wall as a tool. * Students have access to a math glossary. |