**SPIRAL Educators**

**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.
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| **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.
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| **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.
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| **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.
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