**SPIRAL Educators**

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

**Professional Learning #2**

Following the second Professional Learning, you chose a focus for your next 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…** |
| **Error Analysis** | Evidence that the teachers have:   * Analyzed student work samples to determine what errors students are making and why. * Conducted diagnostic observations or interviews to determine what errors students are making and why.   + *During diagnostic observations and interviews, the teachers should accept students’ responses without judgment, keep responses neutral, and ask probing questions about incorrect and correct answers.* * Used error analysis to inform instruction and/or intervention.   If the teachers notice a “slip” (i.e., errors that are **not** indicative of misconceptions):   * They teach strategies for improved organization and self-monitoring that will help the student avoid future “slips.” * *For example, if a student mixed up the ones and tens place while adding, the teacher might instruct the student to draw a line to separate the columns and circle the sign before solving, and monitor the student over time to make sure he/she is practicing that organizational strategy.* * They might introduce self-monitoring checklists so students can learn to catch their own mistakes.   If the teachers notice a “bug” (i.e., errors that **are** indicative of misconceptions):   * They investigate what the misconception is and address it through targeted intervention. * This targeted intervention might include:   + Step-by-step modeling, guided practice, and timely feedback.   + Use of concrete manipulatives and visuals.   + Brief, daily fluency practice once students become proficient with the skill. |
| **Directive Word Problems** | Evidence that the teachers have:   * Incorporated directive word problems into their instruction and assessments. * Taught students to solve directive word problems using an attack strategy.   Instruction on directive word problems **should** include:   * The three components of explicit instruction: modeling, practice, and supports. * Step-by-step explanations with embedded think-alouds. * Guided-practice opportunities in which students receive timely affirmative and corrective feedback. * Checks for understanding and/or direct instruction on the mathematics vocabulary terms within each problem.   Instruction on directive word problems *might* include:   * Use of the SPIRAL directive word-problem sorting cards (with *no schema* on the back). * Use of the printable SPIRAL directive word problems from the website. |