**SPIRAL Educators**

A purple arrow pointing up

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

**Professional Learning #3**

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

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

|  |  |
| --- | --- |
| **If you are focusing on...** | **Your coach might look for...** |
| **Computation with Fractions and Decimals** | **Systematic Presentation and Practice:**   * The teacher provides a clear and deliberate progression (e.g., subtracting decimals to the hundredths place after subtracting decimals to the tenths place). * 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. * The teacher incorporates **multiple representations** (e.g., concrete manipulatives or pictorial representations).   **Classroom artifacts:**   * Anchor charts depicting various methods of addition, subtraction, multiplication, and division of fractions or decimals. * Manipulatives available for students’ use (e.g., fraction tiles, Cuisenaire rods, etc.). |
| **Multi-Step Word Problems** | * The teacher models multi-step word problems using an attack strategy. * The teacher models how to solve multi-step word problems using schemas. * The teacher uses schema gestures and questioning throughout word-problem instruction. * There is evidence that prior to solving a multi-step word problem, students have solved single-step word problems with the same schemas (e.g., before solving a multi-step Total and Difference problem, students have solved single-step Total problems and single-step Difference problems). * Students participate in guided-practice opportunities for solving multi-step word problems. * Students receive immediate specific feedback on solving multi-step word problems. |
| **Single-Step Word Problems (e.g., gesturing and student-generated word problems)** | Evidence that the teacher has:   * Taught students to use an attack strategy to solve word problems. * Taught students to use schemas (i.e., Total, Difference, Change, Equal Groups, and Set/Comparison).   The teacher **avoids:**   * Tying keywords to operations (e.g., total means to add). * Presenting problems by operation (e.g., “Today we are going to solve multiplication word problems”).   When teaching students to use an attack strategy, the teacher:   * Models writing down the attack strategy and checking off the steps as they go. * Emphasizes the importance of FIRST reading and understanding the word problem. * Encourages students to write the attack strategy on the side of their papers and use the attack strategy EVERY time they solve a word problem. * Ensures that each student has the mnemonic memorized and can recall each step of the attack strategy with ease. And/or, the attack strategy is visible/available for students to refer to as needed.   When teaching schemas, the teacher:   * Explicitly teaches schemas and introduces them systematically (not all at once). * Incorporates multiple methods for helping students understand schemas (e.g., gesturing, graphic organizers, manipulatives, equations). * Provides guided-practice opportunities in which students must differentiate between the schemas (e.g., solving a set of word problems with various schemas or using the schema sorting cards).   **Gesturing**   * The teacher uses gestures and questioning every time they discuss schemas. * Students are taught the question *(e.g., “Are parts put together for a total”)* and accompanyinggesture *(e.g., hold two hands out; clasp hands together)* whenever a new schema is introduced. * When modeling how to set up and solve a word problem, the teacher uses questioning and gesturing to determine the schema of a word problem. * Students know the question and accompanying gesture for any schema that has been formally introduced. * The teacher encourages students to use gestures and questioning during whole-group lessons, small-group interventions, and during independent practice.   **Student-Generated Word Problems**   * The teacher introduces student-generated word problems one schema at a time (e.g., “Today I am going to teach you how to write your own Total problems”). * First, the teacher models how to write a [schema] problem from beginning to end.   + The teacher engages in think alouds to make thinking and steps transparent.   + The teacher elicits students’ ideas while modeling. * Next, the teacher provides guided-practice opportunities.   + The teacher may provide sentence stems or pre-made graphic organizers. * Lastly, the teacher provides independent-practice opportunities. * There is evidence that the teacher uses student-generated word problems to gauge students’ understanding of the schemas, which influences instruction. |