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

**Professional Learning #4**

Following the fourth 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.*

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| **If you are focusing on...** | **Your coach might look for...** |
| **STAAR Technology** | * The teacher has walked students through the various STAAR online tools (i.e., notepad, sticky note, and highlighting). * The teacher has walked students through the various question formats and how to navigate them. * Students are engaging in online activities to gain familiarity with various online STAAR question formats (e.g., multiselect, graphing, and hotspot). * The online activities have been carefully selected so that students are simultaneously reviewing important mathematics content for STAAR. |
| **Data-Based Decision Making** | * The teacher has utilized the relevant SPIRAL TEK Tracker or an adapted version. * The teacher carefully constructed assessments to target specific TEKs. * Students have completed assessments (e.g., formative assessments, exit tickets, classwork, etc.) and, afterward, shaded in the relevant boxes for questions they completed correctly. * To some extent, the teacher has engaged students in reflecting on their own mathematics learning. * Upon assessing students and facilitating self-reflection, the teacher engages in reteaching, implements targeted intervention, and/or organizes further practice opportunities related to students’ specific areas of need. * Afterward, the teacher implements additional assessments and has students shade in the TEK tracker appropriately. |
| **Routine 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 paper 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).   Schema sorting cards   * The teacher organizes schema sorting cards so that students only are sorting word problems with schemas that they have been explicitly taught. Once an additional schema is introduced, word problems with that schema are added to the sorting deck. * Sorting cards might be implemented whole class (e.g., the teacher models using the document camera and students share their thinking), in small groups, 1:1 with a teacher, or in partners. * The teacher uses the schema sorting cards to assess students’ understanding of schemas and inform instruction.   Gesturing   * The teacher uses gestures every time they discuss schemas. *Students are taught the question (e.g., “Are parts put together for a total”) and accompanying gesture (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 teachers use 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 during whole-group lessons, small-group interventions, and during independent practice.   **Inspired by Professional Learning #4**   * Prior to solving a word problem, the teacher reviews the schemas and schema equations with students. The goal is for students to remember the schemas and equations independently. * The teacher might print mini schema posters for students to glue in their notebooks. * The teacher might have students come up with a mnemonic to remember the schemas (i.e., T D C E S as Total, Difference, Change, Equal Groups, Set/Comparison). In the video from this breakout room, students came up with “The Dinosaur Can Eat Spaghetti.” * Students might write down T D C E S prior to solving word problems, that way they can reference the schemas and determine what schema the word problem is. * Students can justify and provide evidence when they decide what schema a word problem is. * Students engage in activities in which they identify schemas without solving (e.g., sorting cards or schema jeopardy). * Students may routinely solve a “Problem of the Day” to continuously practice solving word problems and discussing schemas, regardless of what content is currently being covered in whole-group lessons. |
| **Fact Fluency** | * Students engage in brief, daily fluency activities. * The teacher or students (or fluency program) provide immediate specific feedback. * The teacher emphasizes both procedural learning *and* conceptual learning by emphasizing flexible mental-math strategies (e.g., 7 + 4 = 7 + 3 + 1 = 11). * Students may graph fluency scores and monitor progress.   **Inspired by Professional Learning #4**   * The teacher may choose a fluency activity for each day of the week. * The teacher may assign *fluency managers* to pass out supplies. * The teacher may set a timer for 5–10 minutes as students engage in the fluency activity. * If students are playing Fluency Beach Ball, the teacher might call out “Sum!” “Difference!” “Product!” or “Quotient!” * The teacher might implement the new SPIRAL fluency activity “What’s My Number?” |