


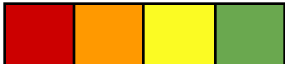
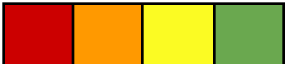
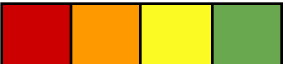













# Look for *EXAMPLES*

## Phonics/Phonemic Awareness Look For's

Part 1: Shared Agreement	Beginning January	End of February	Other:
At least 5 days/week			
Differentiated to support student asset/needs			
Implementation aligns with progression of skills			
Teacher progress monitors and adjusts instruction as skills are mastered			
Instructional practices and materials align with research on effective phonological awareness and/or phonics (see below for detailed characteristics)			

# Look for *EXAMPLES*

## “Look Fors” Reading Small Group Set Up

		What did I see that helped me think about my own practice?
<b>Routines</b>	<input type="checkbox"/> Poster in the room for student rotations <input type="checkbox"/> Student movement through rotations <input type="checkbox"/> Norms for help (ex. look at the chart, ask a friend, etc...)	
<b>Student Organization</b> (What are the students doing that are not in the small group?)	<input type="checkbox"/> Read to self/Buddy Read <input type="checkbox"/> Write to self <input type="checkbox"/> IXL <input type="checkbox"/> Word work <input type="checkbox"/> Written tasks <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	
<b>Quality Learning “Centers”</b>	<input type="checkbox"/> Stable task ex: writing, but skill can be changed. <input type="checkbox"/> Differentiated <input type="checkbox"/> Focused on learning objective	
<b>Teacher organization</b>	<input type="checkbox"/> Modifies learning centers based on learning goals <input type="checkbox"/> Modifies learning centers based on student engagement	

## Look for *EXAMPLES*

The goal for deprivatized practice in LLN is two-fold. First, we want to create a culture that normalizes conversation about practice and “problems” of practice are at the heart of learning organizations. All teachers: new, experienced have something they are struggling to better understand. Second, we want to make observation and opportunity for self-reflection and personal professional growth and not an evaluative activity. In other words, our goal for deprivatizing practice is not to critique what they are doing but to use the observation as an opportunity to think more deeply about the Look For’s a team has come to shared agreement about and engage in self-reflection and change. In order to create that trust, you need to model and strictly reinforce conversation that is reflective and not evaluative.....even a “good job” creates an expectation for critique. What we want is to normalize and create a trusted environment where watching you helps me think about how to make my teaching more effective and deepen agreement and understanding about the “Look For’s” that we identified.

### **Sentence Stems for Reflective Observation**

developed by Patricia Clancy and Keri Retzloff, Clare-Gladwin RESD

I noticed that \_\_\_\_\_ and it made me wonder \_\_\_\_\_.

I usually \_\_\_\_\_, but now I’m thinking that I could \_\_\_\_\_.

Seeing \_\_\_\_\_ reinforces my thinking. I will continue to \_\_\_\_\_.

After seeing \_\_\_\_\_, I’m thinking I will start \_\_\_\_\_

After seeing \_\_\_\_\_, I think I will stop \_\_\_\_\_



















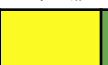

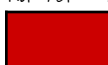
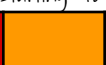
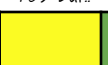





# Look for *EXAMPLES*

## Small Group Differentiated *Look-Fors (Self-Assessment)*

Characteristics Small Group Differentiated Reading	Not yet ...	Starting to ...	Yes but ...	Yes!
Students should be in “small” groups based on their instructional needs.				
Below grade level students should meet daily (for <i>at least</i> 10-15 min) as part of Tier 1 support + ....they may receive additional Tier 2 and/or Tier 3 instructional support as well. Small Group Differentiated Reading is <i>not</i> your intervention block. This is an opportunity for <i>all</i> students to receive targeted reading support in their area of identified need and with texts or other materials identified for their level/interest/focus).				
Teachers should have a way of tracking student progress to use for instructional focus and selecting materials. These notes (“data”) should be available to help coordinate intervention focus areas.				
Materials (e.g. texts, magnet letters, Elkonin boxes) & Instructional focus should be aligned to student learning needs.				
Students not working with the teacher should be engaged in high quality literacy tasks. Routines are in place to support student work without significant monitoring by the teacher.				
At least <i>monthly</i> teachers review notes and students progress to determine if regrouping is warranted and to problem solve student learning challenges.				
Reflection/Notes:				

# Look for *EXAMPLES*

## Literacy Center Look Fors (Self-Assessment)

Key Characteristics	
<b>Stable Routine</b> (e.g. location, materials, activities) : structured process and kids know exactly what they are supposed to do and what to do when finished as well as what to do (without bothering the teacher) if they need help.	<div>Not Yet Starting To Yes but.. Yes!</div> <div>     </div>
<b>Differentiated</b> to student learning needs/assets; either different activities for different centers or students can approach the task (have choice) based upon their interest or skill set	<div>Not Yet Starting To Yes but.. Yes!</div> <div>     </div>
<b>Targeted Learning Focus/Standard:</b> there is a very clear academic focus for the activity and/or students know what they should be practicing/working on.	<div>Not Yet Starting To Yes but.. Yes!</div> <div>     </div>
<b>Strategy for progress</b> monitoring/assessing learning: there is an “easy” way for the teacher to review the activity or monitor it to understand where students are still struggling, where they need the activity extended/advanced or that the time spent was productive.	<div>Not Yet Starting To Yes but.. Yes!</div> <div>     </div>
<b>Connected to (or extension of) learning or themes</b> in other parts of the day/curriculum. This isn’t just a stand alone activity but is connected to a learning goal or skill focused on in other settings (e.g. whole group, small group or during intervention time).	<div>Not Yet Starting To Yes but.. Yes!</div> <div>     </div>
<b>Highly Engaging:</b> Students are both familiar with the activity (so they can do it independently or with a partner) as well as it is something that is likely to be perceived as meaningful and “engaging” to students.	<div>Not Yet Starting To Yes but.. Yes!</div> <div>     </div>
<b>OVERALL</b>	<div>Not Yet Starting To Yes but.. Yes!</div> <div>     </div>

### Reflections/Notes:

# Look for *EXAMPLES*

## Peer Learning Small Group Differentiated *Look-Fors*

Characteristics Small Group Differentiated Reading	What I saw that helped me to think about my own practice or an idea I'd like to try:
Students should be in “small” groups based on instructional focus.	
Below grade level students should meet daily (for <i>at least</i> 10-15 min) as part of tier 1 classroom instruction + they may receive additional support (Tier 2 or 3).	
Teachers should have a way of tracking student progress to use for instructional focus and selecting materials. These notes (“data”) should be available to help coordinate intervention focus areas.	
Materials (e.g. texts, magnet letters, Elkonin boxes) & Instructional focus should be aligned to student learning needs.	
Students not working with the teacher should be engaged in high quality literacy centers. Routines are in place to support student work without significant monitoring by the teacher.	
At least <i>monthly</i> teachers review notes and students progress to determine if regrouping is warranted and to problem solve student learning challenges.	
Reflection/Notes:	

# Look for *EXAMPLES*

## Peer Learning Literacy Center Look Fors

Key Characteristics	What I saw that helped me think about my own practice or What I saw that I'd like to put into my classroom instruction:
<b>Stable Routine</b> (e.g. location, materials, activities) - structured process and kids know exactly what they are supposed to do and what to do when finished as well as what to do (without bothering the teacher) if they need help.	
<b>Differentiated</b> to student learning needs/assets; either different activities for different centers or students can approach the task (have choice) based upon their interest or skill set	
<b>Targeted Learning Focus/Standard:</b> there is a very clear academic focus for the activity and/or students know what they should be practicing/working on.	
<b>Strategy for progress</b> monitoring/assessing learning: there is an “easy” way for the teacher to review the activity or monitor it to understand where students are still struggling, where they need the activity extended/advanced or that the time spent was productive.	
<b>Connected to (or extension of) learning or themes</b> in other parts of the day/curriculum. This isn't just a stand alone activity but is connected to a learning goal or skill focused on in other settings (e.g. whole group, small group or during intervention time).	
<b>Highly Engaging:</b> Students are both familiar with the activity (so they can do it independently or with a partner) as well as it is something that is likely to be perceived as meaningful and “engaging” to students.	