

# Louisiana Believes

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## Using the Curriculum Implementation Observation Tools (ELA and Math)

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# Objectives and Agenda

## Objectives:

- Understand the purpose of the Curriculum Implementation Observation Tools
- Explore the rubric and norm on expectations for each indicator
- Discuss how district supervisors can use the tools to support implementation in all schools using Tier 1 curricula

## Agenda:

- Theory of Action
- ELA Observation Tool
- Math Observation Tool
- Wrap up and Next Steps

# Theory of Action

# Vision for Students

**Every day**, students in Louisiana should



**build** knowledge of the world,



**read** meaningful texts,



**express** ideas through writing and speaking, and



**solve** complex problems.

# A Strong Academic Foundation

**To accomplish this, schools and school systems must ensure high-quality instruction in every classroom, every day.**

This requires that schools have a strong and cohesive academic foundation including a plan for **curriculum, assessment, and teacher professional development** across all grade levels and core content areas, including for birth to 4 year olds.



# Purpose of Tools

In order to support teachers with the implementation of Tier 1 curriculum, the LDOE has developed two content-specific observation tools.

These tools are designed to measure the extent to which

- teachers have access to the materials and students are using them;
- teachers are using the curriculum as intended; and
- students are engaging deeply with the content.

# Preparing for Classroom Observations

1. Locate the appropriate tool.
  - Posted in the [School Redesign Library](#) on LDOE's [website](#)
  - Curriculum-specific versions for math
  - K-2 and 3-12 versions for ELA
2. Ensure you have access to the curriculum and know how to navigate it.
3. Ask for a copy of the teacher lesson plan.
4. Conduct observation, completing as many of the indicators as possible.
5. Use findings to inform planning at the district, school, and teacher levels.

# ELA Observation Tool

# ELA Curriculum Implementation Observation Tool

## Look-Fors:

- A. Tier 1 curricular materials are present in the classroom.
- B. Teachers are using the Tier 1 curriculum as intended.
- C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum.
- D. Pacing is on schedule according to district/curriculum guidance.
- E. All students read the texts from the Tier 1 curriculum.
- F. Students respond to the texts they read in a variety of ways and groupings.
- G. Students do the majority of the thinking about texts, rather than just listening to the teacher or writing down answers provided by the teacher.

# Norming on ELA Indicators

## **A. Tier 1 curricular materials are present in the classroom.**

### **Scenario:**

All students are currently doing a close-read of a text from the Tier 1 curriculum, but over on the shelf in the corner, there are materials from old, unaligned curricula.

Does this teacher get a “Y” or “N”?

### **Question to Consider:**

What purpose are the unaligned materials serving?

# Norming on ELA Indicators

## **B. Teachers are using the Tier 1 curriculum as intended.**

During the walkthroughs, pull up the teacher version of the lesson. Is the teacher following the detailed teacher notes provided?

### **Scenario:**

Teacher is generally following the lesson but not verbatim as it is written in the teacher notes.

Does this teacher get a “Y” or “N”?

### **Questions to Consider:**

- Do the teacher’s questions connect to the student look-fors?
- Are the teacher’s questions text dependent?
- Are the teacher’s questions helping students build understanding of the text (as described in the [Reader’s Circles](#))?

# Norming on ELA Indicators

**C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum.**

**Scenario:**

The teacher has led the whole-group part of the lesson aligned to the unit text and is leading the small-group work to support the needs of diverse learners. One group is engaged in accountable independent reading, one group is completing a mentor sentence task for language support, and another group is reading a leveled version of the unit text and answering text-dependent questions for meaning support.

Does this teacher get a “Y” or “N”?

# Norming on ELA Indicators

## **D. Pacing is on schedule according to district/curriculum guidance.**

### **Scenario:**

It's November, and the teacher is a few days behind.

Does this teacher get a "Y" or "N"?

### **Questions to Consider:**

- How substantial is the discrepancy given the time of year?
- If slightly, was the teacher's justification sound (e.g., to provide additional scaffolding or extension activities to meet the needs of students)?

# Norming on ELA Indicators

**E. All students read the texts from the Tier 1 curriculum.**

**Scenario:**

An 8th grade teacher is teaching [The Call of the Wild](#) and is supposed to be starting Section 6, but the teacher has started the practice cold-read task in Section 7, skipping the careful reading of “To Build a Fire.” When asked why she skipped that text, the teacher responded that it was similar to the anchor text, and her students were really excited to get back to *The Call of the Wild*.

**Question to Consider:**

- Is the teacher allowing her students to build the knowledge needed for the [Extension Task](#)?

# Norming on ELA Indicators

## **F. Students respond to the texts they read in a variety of ways and groupings.**

### **Scenario:**

In the first class you visit, you only observe whole-class instruction. In the second class, you observe students working with a partner and then completing a writing assignment independently. In the third class, you observe small-group instruction.

Does each teacher get a “Y” or “N”? Are you concerned about the site based on these three classrooms?

### **Questions to Consider:**

- How long were you in the class?
- Were the groupings observed appropriate for the task?

# Norming on ELA Indicators

**G. Students do the majority of the thinking about texts, rather than just listening to the teacher or writing down answers provided by the teacher.**

**Scenario:**

The teacher poses a question from the lesson. She calls on a student who provides a vague, incomplete response. The teacher adds to what the student said and moves on.

Does the teacher get a “Y” or “N”?

**Questions to Consider:**

- Is this how most interactions look?
- Who is doing most of the cognitive lifting- the teacher or the students?
- Does the teacher use [Teacher Talk Moves](#) or similar strategies?

# Math Observation Tool

# Math Curriculum Implementation Observation Tool

## Look-Fors:

- A. Tier 1 curricular materials are present in the classroom.
- B. Teachers are enacting the Tier 1 curriculum as intended.
- C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.
- D. Pacing is on schedule so that students will engage with the full curriculum during the school year.
- E. Curriculum-recommended supports/scaffolds (e.g., Eureka Remediation Tools) are being used for children who are struggling with the math or who have special needs.
- F. Students spend a majority of the time actively doing math, not just watching the teacher or copying math on the board.
- G. Students have multiple opportunities to talk about their mathematical thinking and build on each other's reasoning.

# Norming on Math Indicators

**A. Tier 1 curricular materials are present in the classroom.**

**Scenario:**

Teacher is using a lesson from Tier 1 curriculum, but old, unaligned materials are present in the classroom.

Does this teacher get a “Y” or “N”?

# Norming on Math Indicators

## **B. Teachers are enacting the Tier 1 curriculum as intended.**

Is the teacher following discussion notes or prompts in the curriculum, using examples from the curriculum, and/or having students work problems from the curriculum?

### **Scenario:**

The teacher is using Eureka, Grade 6, Module 4, Lesson 25. You pull the lesson, and the exercise directions state that students work with a partner to match equations (20) with their solutions. The teacher is having chosen students work each equation, one-at-a-time on the board. Others are working individually at their desk and then checking their work against the answer on the board.

### **Questions to Consider:**

Is the curriculum being used as intended?

# Norming on Math Indicators

## **C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.**

Flip through student workbooks to determine if students have used the materials consistently over time.

### **Scenario:**

When you flip through 3 students' workbooks, the degree to which the previous lessons are completed varies.

Student 1: approximately 80%

Student 2: approximately 50%

Student 3: approximately 90%

### **Question to Consider:**

- Are all students working on grade-level tasks? What is the approximate percentage that would indicate a “yes” on this indicator?

# Norming on Math Indicators

**D. Pacing is on schedule so that students will engage with the full curriculum during the school year.**

Access the calendar in the [Louisiana Guide to Implementing Eureka](#).

**Scenario:** The teacher is approximately 1 week behind schedule in October.

## **Questions to Consider:**

- How many “flex days” are upcoming for this particular module?
- Does the teacher demonstrate urgency about the pacing?

# Norming on Math Indicators

**E. Curriculum-recommended supports/scaffolds (e.g., Eureka Remediation Tools) are being used for children who are struggling with the math or who have special needs.**

## **Scenario:**

The teacher begins class by having all students solve 2-3 math problems that aren't in the cited lesson but seem to be easier, scaffolded problems related to the lesson.

## **Questions to Consider:**

- Does the teacher respond to questions from students by providing a related, easier example to help them access the math?
- Does the teacher pull a small group for a short mini-lesson on related math?
- Are all students engaging in the on-grade-level work?

# Norming on Math Indicators

**F. Students spend a majority of the time actively doing math, not just watching the teacher or copying math on the board.**

## **Scenario:**

The teacher assigns a set of problems to be done collaboratively with a partner. Approximately 2 minutes into monitoring, the teacher draws students' attention to the board to clear up a misconception they noticed by multiple students. The explanation lasts 9 minutes, then students are directed to continue working the original problem set.

## **Questions to Consider:**

- When the instruction is teacher-centered, does it have a distinct purpose that then sets students up to engage with the math?
- Is every student “on the hook” to do math most of math class?

# Norming on Math Indicators

**G. Students have multiple opportunities to talk about their mathematical thinking and build on each other's reasoning.**

**Scenario:**

The teacher directs students to compare their answers with a shoulder partner and circle any answers they have that are different. The teacher then calls students to the board to model how to work different problems correctly.

**Questions to Consider:**

- Are students asking one another questions to probe each other's thinking?
- Do students seem comfortable respectfully disagreeing with one another or offering alternative methods?

## Wrap Up and Next Steps

# Wrap Up and Next Steps

## Reminder:

- Posted in the [School Redesign Library](#) on LDOE's [website](#)
- Curriculum-specific versions for math
- K-2 and 3-12 versions for ELA

## Turn and talk:

- How do you plan to use these tools in your district?
- What guidance/cautions would you offer to school leaders interested in using these tools?