A decorative border of pencils surrounds the text. The pencils are arranged in a rectangular frame, with some pencils pointing inwards and others outwards, creating a border around the central text.

Literacy: What does it look like in your school?

Focus: Literacy Observation Tool

**Presenters: Kelley Mills & Dena Cole
Knox Co. District Literacy Coaches**

Kelly.mills@knox.kyschools.us

Dena.cole@knox.kyschools.us

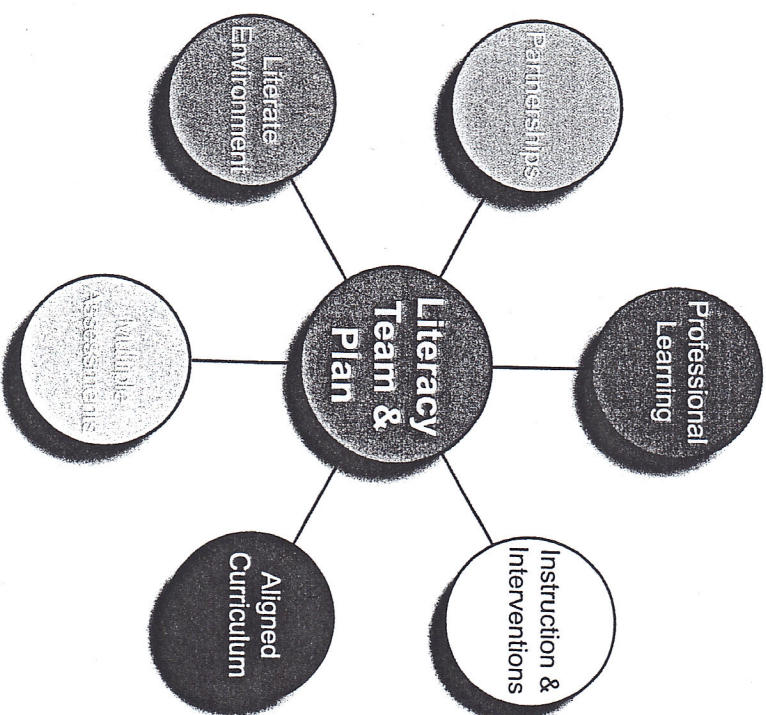
**ISLN Conference
June 26, 2013**

Follow-up procedures are as important as the professional learning itself and should be a component of literacy team planning. The literacy team should develop and implement an evaluation system for professional learning that encourages reflection and monitors the effectiveness of implementation of literacy practices. This could include

- analysis of walk-through data,
- reports from department meetings,
- review of teacher professional growth plans to see how literacy is addressed,
- and/or analysis of student data, including portfolios.



Essential Elements of Comprehensive Schoolwide Literacy Programs and Plans
 Literacy PERKS outlines nine essential elements of a comprehensive schoolwide literacy program, as illustrated by the diagram below (the literacy team and plan are combined on the diagram). The PERKS element Resources is embedded throughout.



Components of Highly Effective Teaching and Learning

Learning Climate: a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted

Classroom Assessment and Reflection: the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

Instructional Rigor and Student Engagement: a teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving

Instructional Relevance: a teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures

Knowledge of Content: a teacher's understanding and application of the current theories, principles, concepts and skills of a discipline

Knox County Public Schools

A Look at Literacy

School	Teacher/Room#	Date	Grade	Dept./Course	Time
Literacy Strand-Literate Environment /CHETL- Learning Climate					
Literate Environment	<input type="checkbox"/> Literacy rich environment (physical space) <input type="checkbox"/> Literacy rich experiences (books, resources, modeling) <input type="checkbox"/> Use of cooperative learning/varied instructional strategies to foster literacy (reading, writing, speaking, listening, language) <input type="checkbox"/> Students have opportunities to see and hear adults model fluent reading, thinking, & writing. <input type="checkbox"/> Students write, discuss, and speak for a variety of audiences and purposes <input type="checkbox"/> Students have opportunities to interact with peers and adults in response to texts.				
Learning Climate	<input type="checkbox"/> The classroom is well organized, visibly inviting, and stimulating. <input type="checkbox"/> Use of physical and virtual space is connected to learning. <input type="checkbox"/> Instructional time is used effectively (not wasted). <input type="checkbox"/> Evidence of high expectations for all students. <input type="checkbox"/> Effective classroom management. <input type="checkbox"/> Positive interaction between teacher/students, students/students <input type="checkbox"/> Student work : <input type="checkbox"/> Displayed <input type="checkbox"/> Current <input type="checkbox"/> w/ Standard <input type="checkbox"/> w/ descriptive & specific feedback				
Literacy Strand-Curriculum/CHETL-Knowledge of Content					
Learning Target					
Essential Question					
Learning Targets are	<input type="checkbox"/> posted <input type="checkbox"/> referenced and communicated with students <input type="checkbox"/> documented in lesson plan <input type="checkbox"/> written in student friendly language <input type="checkbox"/> congruent/ <input type="checkbox"/> correlated/ <input type="checkbox"/> not connected to KCAS/CC/POS				
Content Standard					
Lesson Content	<i>How is lesson/activity connected to KCAS/CC/POS? Learning Target?</i> <input type="checkbox"/> congruent <input type="checkbox"/> correlated <input type="checkbox"/> not connected				
Literacy Strand-Instruction/CHETL-Instructional Rigor & Student Engagement, Instructional Relevance					
Teacher Location	<input type="checkbox"/> In front of room <input type="checkbox"/> Circulation throughout the room <input type="checkbox"/> Working with individual students <input type="checkbox"/> Alone at desk or computer				
Teacher Activities	<input type="checkbox"/> Direct Instruction <input type="checkbox"/> Reading Aloud to class/group <input type="checkbox"/> Leading Discussion <input type="checkbox"/> Providing Accommodations <input type="checkbox"/> Supporting Lead Activities <input type="checkbox"/> Using technology to enhance the lesson <input type="checkbox"/> Monitoring Student Performance <input type="checkbox"/> Embeds literacy strategies into lesson <input type="checkbox"/> Providing descriptive feedback				
Student Engagement	<input type="checkbox"/> # actively engaged <input type="checkbox"/> # Off Task <input type="checkbox"/> # Passively engaged/compliant <input type="checkbox"/> # Sleeping				
Student Activities	<input type="checkbox"/> Individual Work <input type="checkbox"/> Small Group Work <input type="checkbox"/> Whole Group Work <input type="checkbox"/> Using textbooks <input type="checkbox"/> Workbooks/sheets <input type="checkbox"/> Note taking <input type="checkbox"/> Assessment <input type="checkbox"/> Discussion <input type="checkbox"/> Listening <input type="checkbox"/> Stations/Centers <input type="checkbox"/> Hands-On <input type="checkbox"/> Presenting <input type="checkbox"/> Using Technology <input type="checkbox"/> Writing to Learn <input type="checkbox"/> Writing to demonstrate learning				
Differentiation	<input type="checkbox"/> Of Content (What students are learning is different.) <input type="checkbox"/> Of Process (How students are learning is different.) <input type="checkbox"/> Of Product (How students are demonstrating learning is different.) <input type="checkbox"/> No evidence of differentiation observed. (Content/process are the same for all.)				

K. Mills & D. Cole-District Literacy Coaches

Adapted from Bullitt County Walkthrough Instrument

Knox County Public Schools

A Look at Literacy

Rigor/Relevance	Questioning/Activity Level ___ Knowledge ___ Comprehension ___ Application ___ Analysis ___ Synthesis ___ Evaluation
	Talker/Thinker/Doer ___ The student is the primary talker/thinker/doer. ___ The teacher is the primary talker/thinker/doer.
	Relevance ___ The student has little to no opportunity to make meaning/connections with learning. ___ The students can connect learning experiences to prior learning in the same content. ___ The students can connect learning across disciplines and make meaning from learning. ___ Text to Self ___ Text to Text ___ Text to World
Literacy Strand-Assessment/CHETL-Classroom Assessment & Reflection	
Use of Formative Assessment (List)	
Use of Summative Assessment (List)	
Evidence of Self-Assessment (Students)	
Notes	



Observer's Signature	Date