

Knox County Public Schools

A Look at Literacy

School	Teacher/Room#	Date	Grade	Dept./Course	Time
KCHS	J. McDermott	2/12/13		Biology C	11:00-11:40
Literacy Strand-Literate Environment /CHETL- Learning Climate					
Literate Environment	<input checked="" type="checkbox"/> Literacy rich environment (physical space) many content related posters <input checked="" type="checkbox"/> Literacy rich experiences (books, resources, modeling) I-Pads & textbooks <input checked="" 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 checked="" type="checkbox"/> Students have opportunities to interact with peers and adults in response to texts.				
Learning Climate	<input checked="" type="checkbox"/> The classroom is well organized, visibly inviting, and stimulating. <input checked="" type="checkbox"/> Use of physical and virtual space is connected to learning. <input checked="" type="checkbox"/> Instructional time is used effectively (not wasted). <input type="checkbox"/> Evidence of high expectations for all students. <input checked="" type="checkbox"/> Effective classroom management. <input checked="" type="checkbox"/> Positive interaction between teacher/students, students/students Student work: <u>Displayed</u> <u>Current</u> <u>w/ Standard</u> <u>w/ descriptive & specific feedback</u>				
Literacy Strand-Curriculum/CHETL-Knowledge of Content					
Learning Target	I can explain... the main ideas / concepts in genetics & evolution.				
Essential Question	(Focus on importance of EOC at the beginning of each class - goals, purpose etc.)				
Learning Targets are	<input checked="" type="checkbox"/> posted <input type="checkbox"/> documented in lesson plan <input type="checkbox"/> congruent/ <input type="checkbox"/> correlated/ <input type="checkbox"/> not connected to KCAS/CC/POS <input checked="" type="checkbox"/> referenced and communicated with students <input checked="" type="checkbox"/> written in student friendly language				
Content Standard					
Lesson Content	How is lesson/activity connected to KCAS/CC/POS? Learning Target? <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 checked="" type="checkbox"/> Circulation throughout the room <input checked="" type="checkbox"/> Working with individual students <input type="checkbox"/> Alone at desk or computer				
Teacher Activities	<input type="checkbox"/> Direct Instruction <input type="checkbox"/> Leading Discussion <input type="checkbox"/> Supporting Lead Activities <input checked="" type="checkbox"/> Monitoring Student Performance <input type="checkbox"/> Providing descriptive feedback <input type="checkbox"/> Reading Aloud to class/group <input checked="" type="checkbox"/> Providing Accommodations <input type="checkbox"/> Using technology to enhance the lesson <input checked="" type="checkbox"/> Embeds literacy strategies into lesson				
Student Engagement	<input checked="" type="checkbox"/> 22 # actively engaged <input type="checkbox"/> # Passively engaged/compliant <input type="checkbox"/> # Off Task <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 checked="" type="checkbox"/> Note taking Use of I-pads <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 checked="" 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 checked="" 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.)				

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→ this may increase with discussion of notes.

Rigor/Relevance	Questioning/Activity Level <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation
	Talker/Thinker/Doer <input checked="" type="checkbox"/> The student is the primary talker/thinker/doer. <input type="checkbox"/> The teacher is the primary talker/thinker/doer.
	Relevance <input type="checkbox"/> The student has little to no opportunity to make meaning/connections with learning. <input type="checkbox"/> The students can connect learning experiences to prior learning in the same content. <input type="checkbox"/> The students can connect learning across disciplines and make meaning from learning. <input checked="" type="checkbox"/> Text to Self <input type="checkbox"/> Text to Text <input type="checkbox"/> Text to World

Literacy Strand-Assessment/CHETL-Classroom Assessment & Reflection

Use of Formative Assessment (List)

Checking out student progress as he was walking around.

Use of Summative Assessment (List)

Evidence of Self-Assessment (Students)

This could be more evident if you chunked less of this information

Notes

I would suggest chunking a certain amount to be completed each period and then you leave time to review/clarify information.

At the beginning of each class period, model answering or taking notes, reading, determining the main idea of the chart. This helps students know how to summarize the material.

★ *Use of technology by students engages the students in collecting the data.*

● *I would like to see ^{how} more focus of work in group discussions. How can we motivate the students to work in groups?*

Observer's Signature	Date
<i>Dena Cole</i>	<i>2-12-13</i>

I	II	I	IV	
Judgments	Personal Observations	Inferences	Data	Reflective Questions
<i>Grades do not communicate details about what students do or do not understand, nor do they describe the quality.</i>	<i>We do like to please the teacher, but we learn more from knowing why our work shows quality.</i>	<i>When we give the cause & effect student's lose the ability to self-assess and become self-directed learners</i>	<i>Present clear, unarguable data – no judging, no making personal observations nor making inferences.</i>	<i>Ask Questions to help you learner to self-assess how can improve their work</i>
Good Job ☺	I like the way you finished your homework on time.	You should have listened in class yesterday so you would have better notes.	Your ORQ had these qualities: accurate math vocabulary, multiple representations, and you showed all steps in solving the equation.	What might you need to do to improve your work to a 4 according to scoring guide?
Today's Exit Slip: B-	I enjoyed reading your work.	To solve this kind of problem you must use a chart to record work.	You got 14 out of 20 exercises correct on solving two-step equations.	How did you decide on strategy to use?
Your behavior is terrible.	I didn't like your choices at recess today.	You're going to have trouble making friends if you keep hitting people.	You hit 2 kids at recess.	How do you think the when you hit them recess? What could have done different
Marge is having problems getting her work done.	I like how neatly you wrote out the problem.	You just need to try harder next time if you want to pass this class.	Students at this grade level should complete this test with 75% accuracy. Mindy has less than 60% accuracy and left 3 questions blank.	What math vocabulary could you add to the description to make solution more clear
Whitney's use of math vocabulary is awful.	I think Homer's problem solving skills need improvement.	You'll ever get your work finished if you don't stop talking.	Henry has used the guess & check strategy to solve 9 of the last 10 problem tasks. 5 of the 9 problems could have been solved with another method.	What other strategy addition to guess & check could you use to solve problem? Which strategy would be the most efficient?
Great work Bob! Wow! You are so smart.	I loved your drawing.	You need to write out all the steps as you solve the problem, then double check your work & get a friend to review it too.	Bill has increased his automaticity 22% in the last 3 months.	The drawing you made didn't seem help you solve the problem. What other kind of representation might work?
Do NOT help students to Grow			Have the Potential to help Students Grow	

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