

Ridgecrest Elementary Academy of Language, Music and Science

KCSOS Classroom Observation Summary

Observation Process

- Weekly site visits from Sept. 20 to October 27, 2022.
- Myself with five other content-area experts from KCSOS Instructional Services visited in teams of two each week.
- Each visit included observations of almost every classroom.
- Observation tool was utilized, based upon research-based best practices for classroom instruction. Focused on what the teacher and the students were doing and was aligned with the REALMS Classroom Observation Tool.
- Observation team calibrated observation tool elements prior to each visit.

Date: _____

OFFICE OF MARY C. BARLOW
Kern County Superintendent of Schools
Charter School Office Classroom Observation Tool

Observer: _____

School: _____

Teacher: _____

Grade/subject: _____

of students: _____

of Paras _____

of minutes: _____

Point Value: 2= fully observed, 1=partially observed, 0=not observed, N/A=not applicable to lesson observed

Teacher Actions

Instructional Strategies

Lesson Design

- ___ Provides direct instruction
- ___ Uses a variety of instructional strategies to teach concept(s)
- ___ Provides guided practice before independent practice
- ___ Checks for understanding during instructional process (verbal and physical responses, partner pair/share, etc.)
- ___ Responds to incorrect answers constructively
- ___ Random calling on students
- ___ Use of graphic organizer(s) to teach concept
- ___ Asks probing questions
- ___ Appropriate pacing of instruction to engage students
- ___ Teacher explicitly uses and intentionally teaches academic vocabulary

DOK Level(s) (check all observed):

___ Recall, ___ Skill/Concept, ___ Strategic Thinking, ___ Extended Thinking

- ___ Lesson Objective is posted
- ___ Lesson Objective is stated by teacher
- ___ Lesson is based upon grade-level standard(s)
- ___ Lesson activities are aligned to standard (rigor)
- ___ Instructional materials are easily accessible
- ___ Lesson introduction/background knowledge developed
- ___ Lesson is well organized, with clear academic tasks
- ___ Teacher is clear about proficiency expectations of standard
- ___ Teacher demonstrates knowledge of content
- ___ Planned opportunities for student interaction/collaboration are built into lesson design
- ___ The teacher includes some type of formative assessment: ___ during the lesson, ___ at the conclusion of the lesson
- ___ Assessments measure attainment of lesson objectives
- ___ The teacher appropriately incorporates the use of technology into the lesson delivery

Classroom Environment and Routines

- ___ Daily routines/schedules are evident
- ___ Current student work is posted
- ___ Rubrics or scoring guides are posted
- ___ The classroom is clean and orderly
- ___ The classroom walls include multiple postings to support student learning (writing/mathematical process reminders, note-taking guidelines, etc.)

Designated ELD Instruction

- ___ Daily schedule includes at least 30 minutes of Designated ELD
- ___ The teacher uses adopted ELD curriculum
- ___ Designated ELD includes small groups of students, leveled by EL proficiency level
- ___ During ELD, students are provided opportunities to use English to:
___ listen ___ read ___ speak ___ write
- ___ Teacher uses realia, pictures, etc. to teach new concepts
- ___ ELD lesson is aligned to the EL proficiency level of students in group

Strategies for English Learners and Students with Disabilities

- ___ Use of visuals or body language to teach concepts
- ___ Checks for understanding specific to language barriers
- ___ Requires the use of complete sentences when responding
- ___ Scaffolds instruction, as appropriate for classroom students (use of graphic organizers, study guides/outlines, highlighted or summarized text, etc.)
- ___ Use of Integrated ELD strategies, as appropriate

Classroom Management

- ___ Teacher is aware of and redirects off-task students
- ___ Teacher actively monitors independent practice, providing feedback, as appropriate to student need
- ___ Teacher minimizes classroom interruptions (phone, disciplinary issues during instruction, non-academic conversation topics, etc.)

Student Actions

Student Engagement

- ___ The majority of students are actively engaged in the lesson (responding, taking notes, actively questioning, following along with reading, choral reading, etc.)
- ___ All students actively contribute when in small-group or partner tasks
- ___ Students listen to other students' responses during instruction
- ___ Students ask clarifying questions when they don't understand a concept or an assignment (i.e. students aren't sitting aimlessly after assigned a task)
- ___ Students are familiar with classroom routines and teacher prompts

Student Activities

- ___ Active note-taking during direct instruction (graphic organizer, outline, or worksheet related to lesson content)
- ___ Students are completing tasks in pairs or small groups
- ___ Students use technology during lesson or independent practice
- ___ Students use complete sentences when responding to the teacher or other students
- ___ Students are working independently completing tasks related to grade-level content standards
- ___ Students are engaged in activities that are not aligned to grade-level standards

REALMS Classroom Observation Tool (MOU)

REALMS Classroom Observation Form

Daily Schedule	<input type="checkbox"/> Posted <input type="checkbox"/> Times Listed <input type="checkbox"/> ELA \geq 2 hours <input type="checkbox"/> \leq spelling/week	<input type="checkbox"/> Specific Day <input type="checkbox"/> Staying on Schedule <input type="checkbox"/> Math \geq 1 hour <input type="checkbox"/> $<$.15 min opening/closing	Comments:
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	Teacher	Student	Environment
	What the teacher is doing:	What are the students doing:	What is posted or arrangements are in the room to support students:
Learning Design Objective Direct Instruction Checking for Understanding Guided Practice Independent Practice Closing			<input type="checkbox"/> Posted SWBAT...
Classroom Management/Organization Routines and Procedures Prepared Materials Lesson Organized Clear lesson expectations Minimized/Managed disruptions Student Work Posted			

	Teacher	Student	Environment
	What the teacher is doing:	What are the students doing:	What is posted or arrangements are in the room to support students:
Instructional Strategies/Activities Notetaking Summarizing Cause and Effect Visual Representations Compare-Contrast Classification Design Thinking Sequencing Academic Language ELD-Integrated ELD-Designated			
Interactive Learning Strategies Small groups Partners Cooperative Learning Think-Pair-Share White Board Whole Class			
Assessment/Progress Monitoring Checking for Understanding Feedback Rubrics/Checklists Teacher Modeling Formative Assessment Summative Assessment			

Lesson Planning, Standards and Objectives

- Item #5 from Summary: Lesson Plans/Lesson Planning
- Subsequent to initial site visits, the school provided evidence that teachers submit lesson plans weekly and provided samples to KCSOS.
- Lesson plans were reviewed by myself and two colleagues from KCSOS Instructional Services and were found to include: lists of standards and activities, but lack lesson plan components (direct instruction, guided practice, assessment, etc.) In addition, frequently, nothing changes from Monday to Friday.

- For them to be true lesson plans - they would have to outline (even bullet points would be fine) the actual steps of the lesson - direct instruction, guided practice, independent practice, assessment, etc.
- Standards are the “big picture”: The Standards define what all students are expected to know and be able to do, not how teachers should teach.
- K: Deconstruction of standard (Reading Informational Text RI 6)

***Name** the author and illustrator of a text and **define** the role of each in presenting the ideas or information in a text.*

Teacher will determine the lesson objective for the day and the process for how to deliver the lesson: direct instruction, guided practice, formative assessment (checking for understanding), etc.)

- **Name** the author and illustrator of a text and **define** the role of each in *presenting the ideas or information in a text.*

Lesson objectives define: 1) What students will be able to do, 2) the context for learning, and 3) how students will demonstrate their leaning.

Today: students will identify and name the author of a text, and will define the role of the author in presenting information.

Direct instruction:

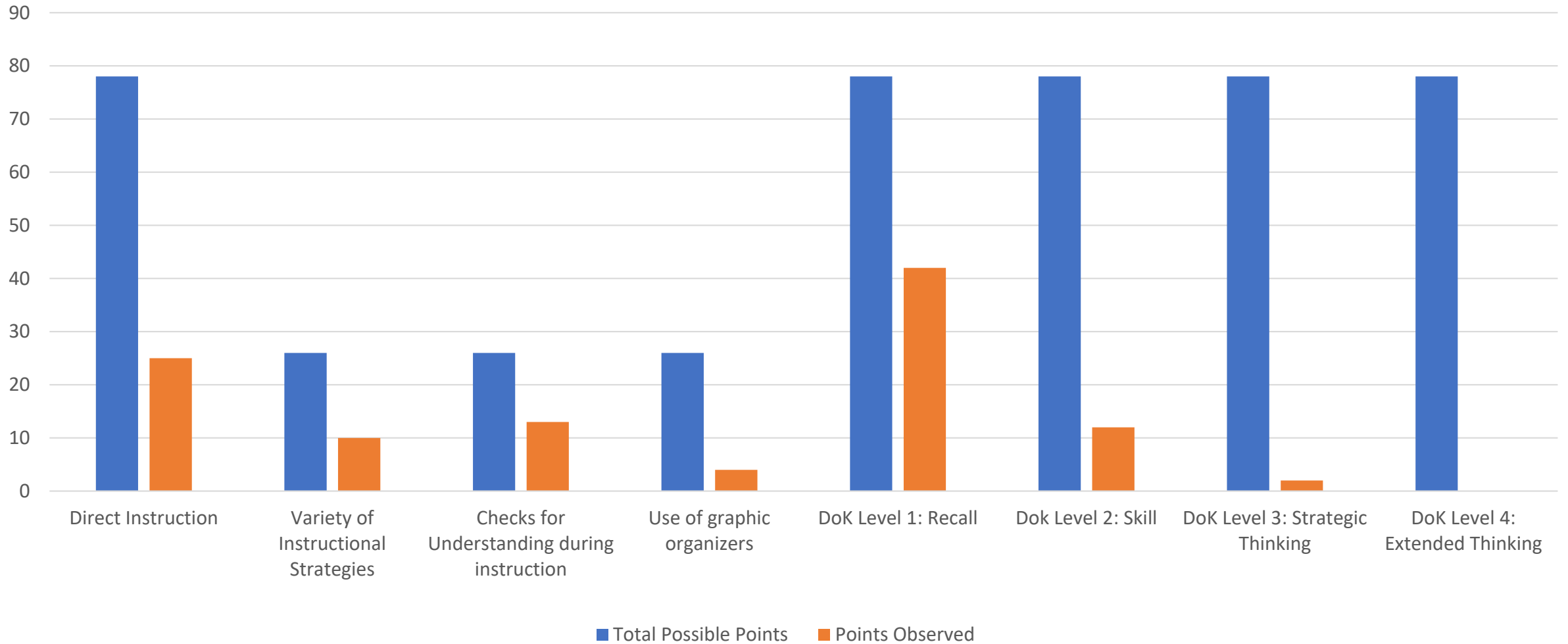
Guided practice:

MOU Includes: *(XI. Specific Requirements)*

- *The revised teacher observation form will be used to monitor instruction on a daily basis and provide feedback and coaching support to teachers, as needed.*
- Although the KCSOS observation tool was not shared with staff prior to site visits, the REALMS observation tool should have been familiar to the teachers and it closely mirrors the KCSOS tool.

KCSOS: 39 Classroom visits X 2 Pts.=78 Total Points Possible

Instructional Strategies

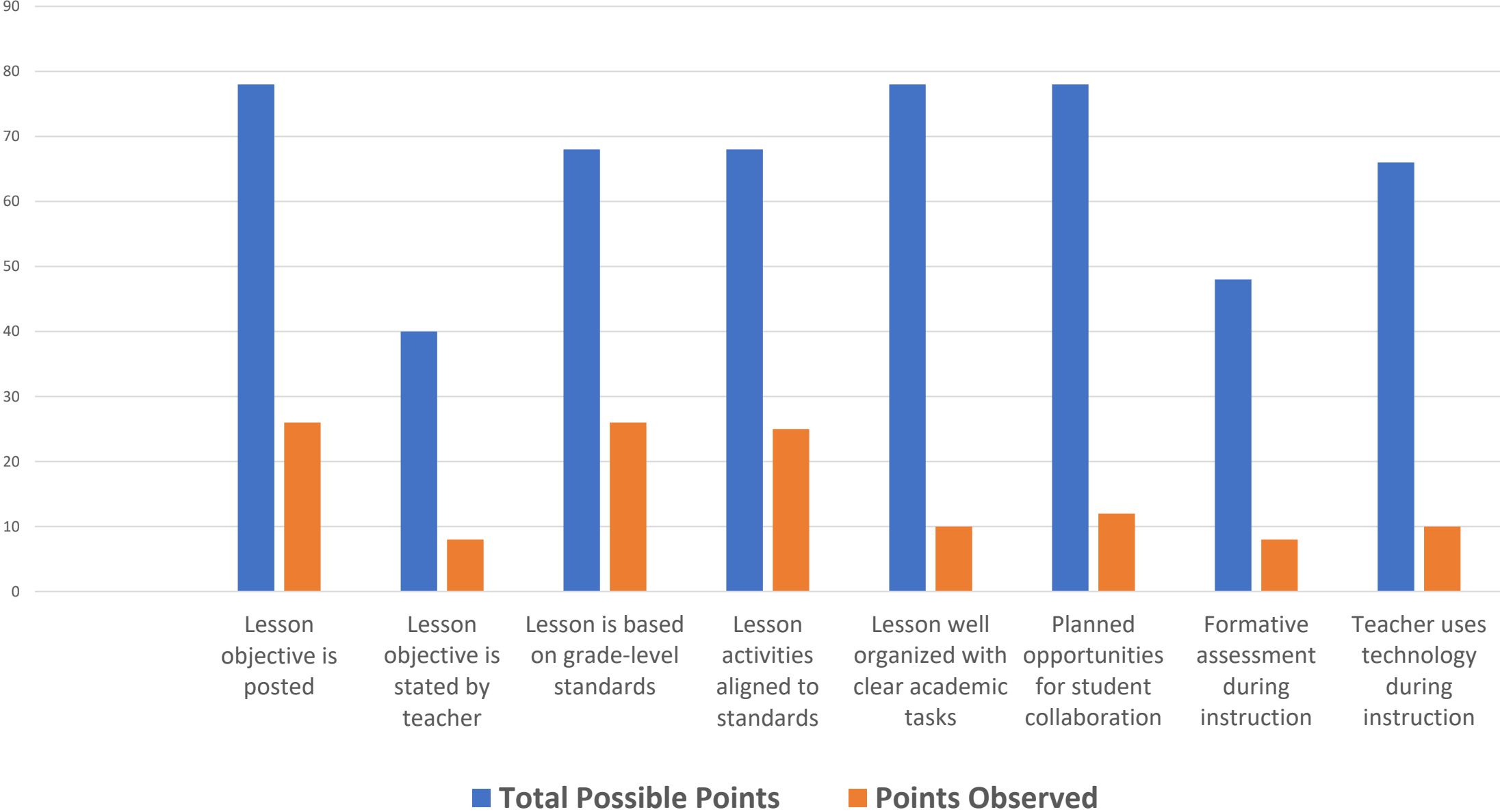


REALMS Charter Petition: Educational Program

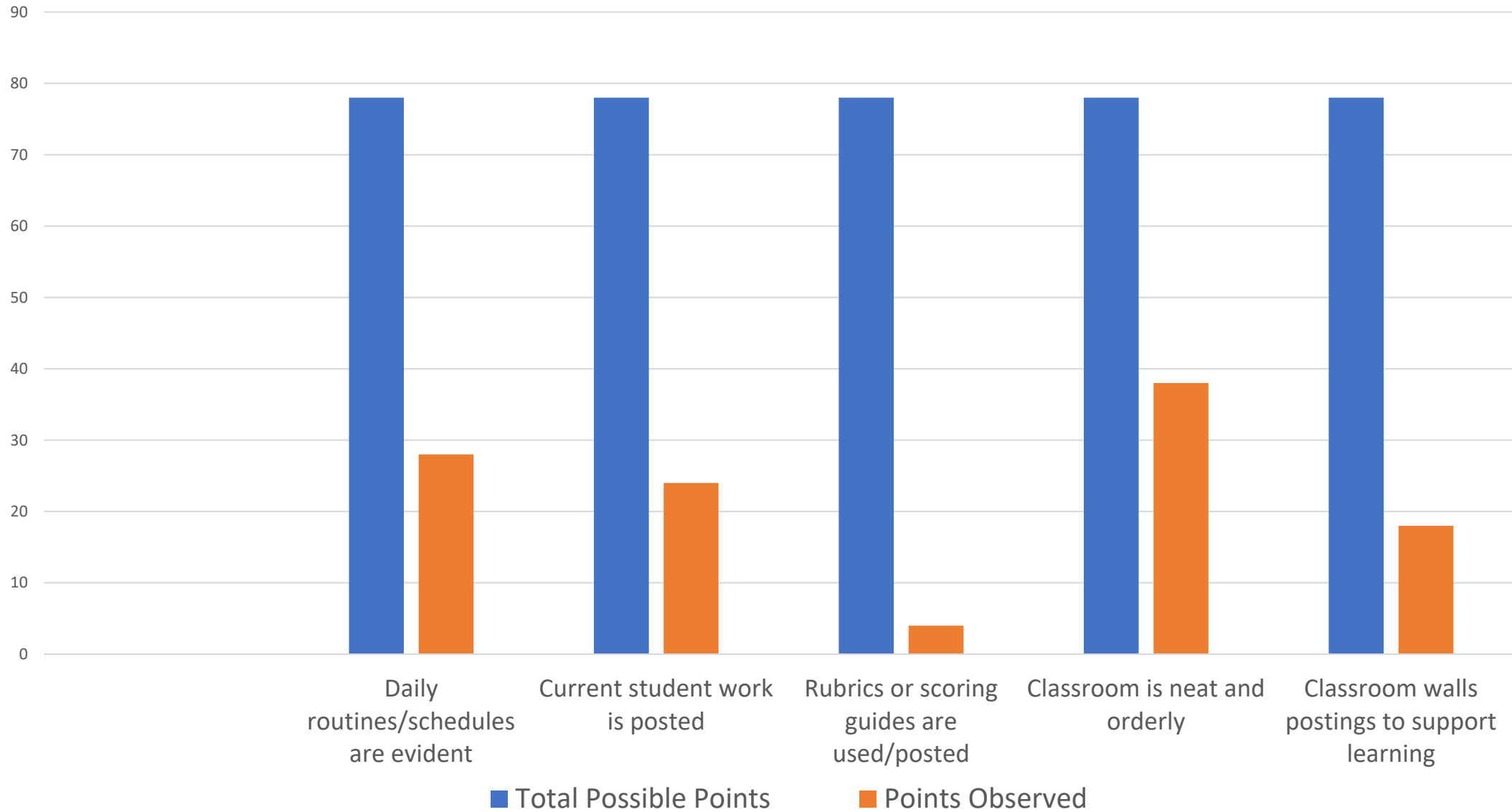
Pg. 14: Direct Instruction

- *Direct Instruction: Teacher determines learning objectives based on California Common Core State Standards and success criteria. Teacher explains objectives and success criteria to students, models, checks for students' understanding, and closes the lesson through re-telling.*
1. *Teacher determines the learning objective, specifically what students should understand and be able to do;*
 2. *Teacher determines success criteria, specifically, what students should be held accountable and communicate the performance expectation to students;*
 3. *Focus students' attention on the lesson;*
 4. *Teacher presents the lesson through sharing information, modeling expectations of work, and checking for students' understanding;*
 5. *Teacher guides and monitors students' practice of the assigned task;*
 6. *Teacher closes the lesson through review and clarification;*
 7. *Students' apply what they learned by independently practicing the newly acquired skill and knowledge.*

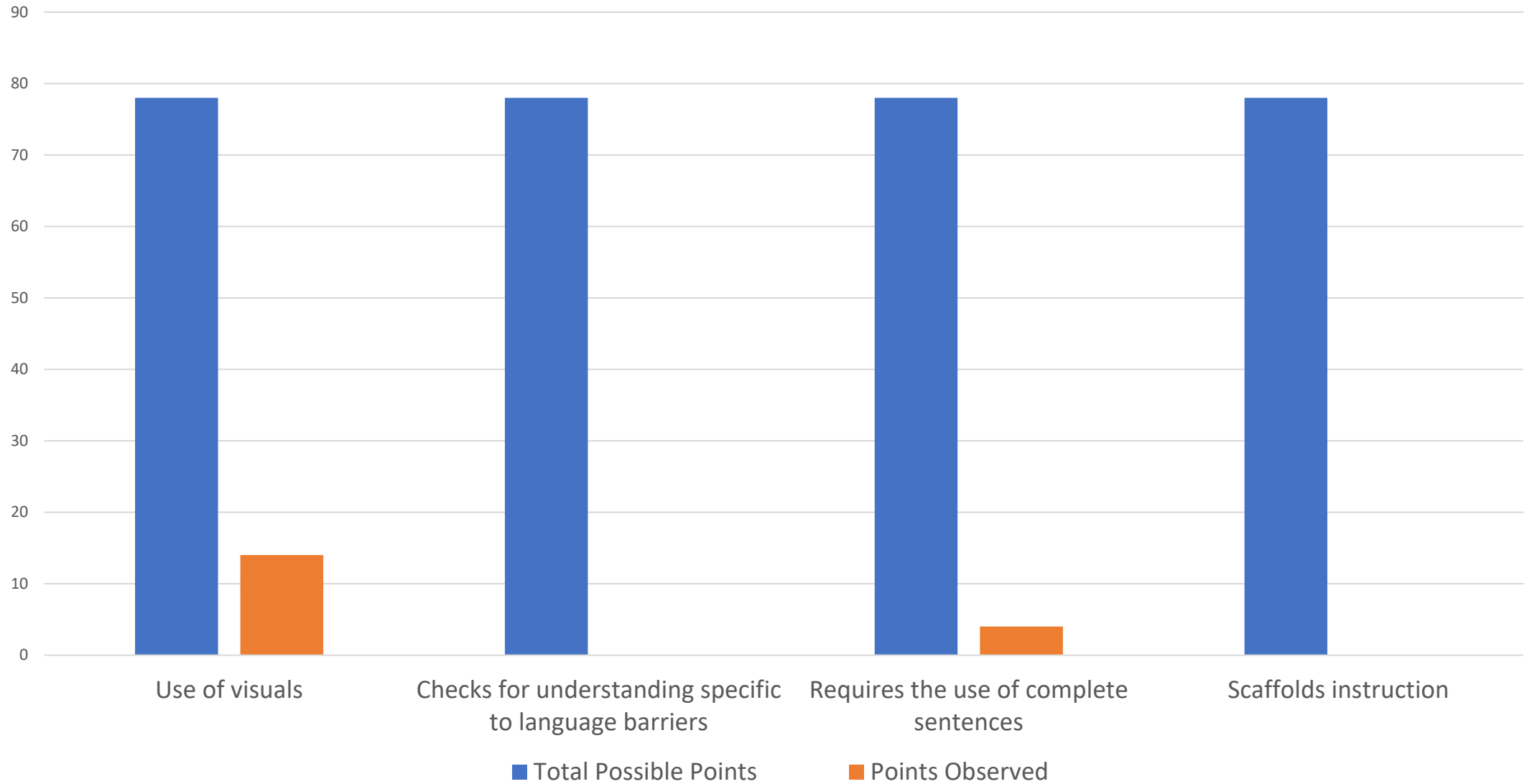
Lesson Design



Classroom Environment and Routines



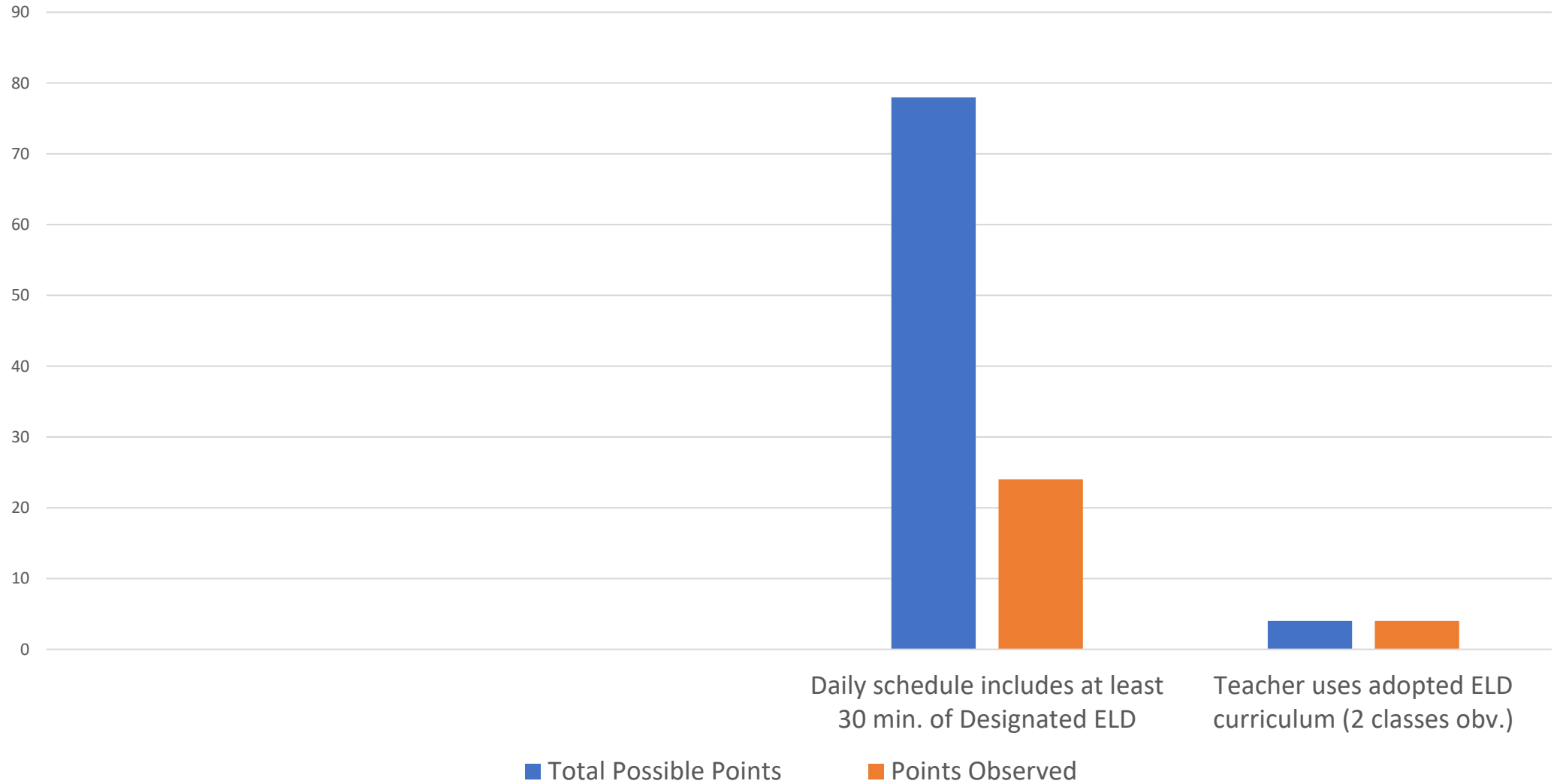
Strategies for English Learners and Students with Disabilities



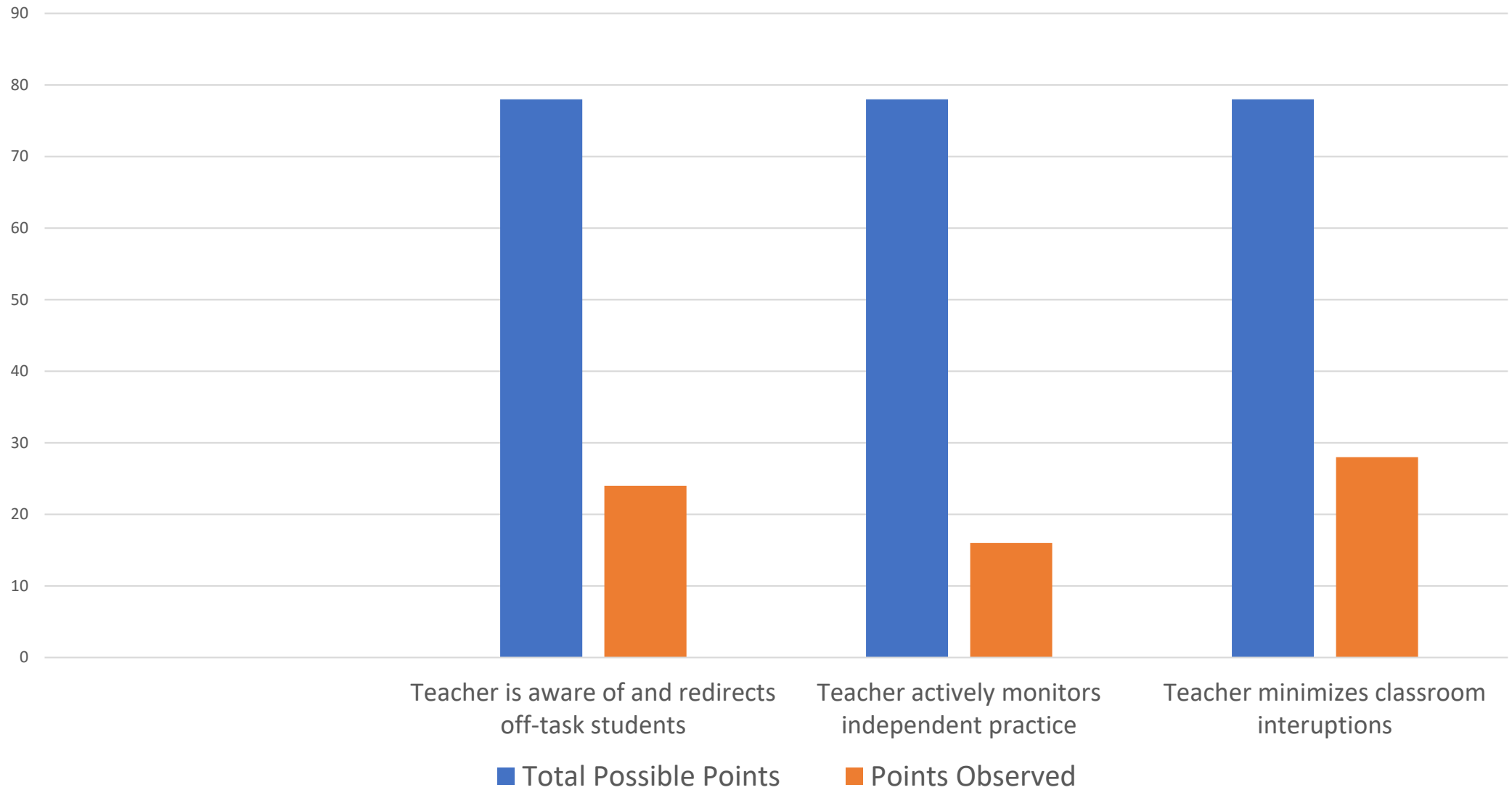
MOU Includes: *(XI. Specific Requirements)*

- *The Charter School will define when Designated ELD will take place during ELA/reading instructional time, and will define what instrument will be used to monitor progress throughout the year for language proficiency of EL students.*

Designated ELD



Classroom Management



Student Engagement and Activities

