

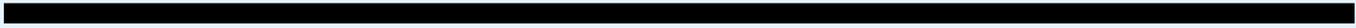
# Observing a Reading First Classroom

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# Outcomes of Training

- Part 1: the “why”  
purpose and value of observational walk-throughs
- Part 2: the “what”  
organization and information on observation checklist
- Part 3: the “how”  
marking the checklist and video practice

September

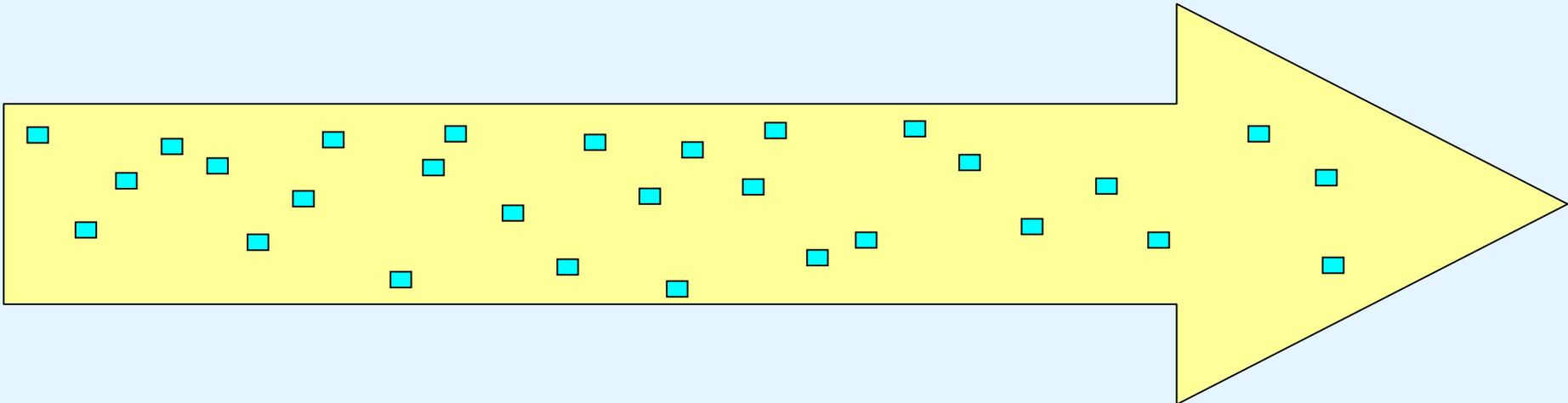


June

**Snapshot**

**Snapshot**

**Big  
Picture  
Or  
Album**



# Why Use Observational Walk-throughs?

It's not just what you  
**“expect”**,  
it's what you  
**“inspect”**  
that shows teachers  
what you really want.

# Part 1: the “why”

Purpose and value of brief observations

# Part 1: the “why”

## Purpose of Walk-Throughs

1. Monitor Research-based Instruction
2. Build Relationships
3. Use and build understanding of the change process
4. Identify Variances in Implementation and Instructional Practices
5. Maintain Clear Targets and Build the “Big Picture”
6. Give Feedback

# Part 1: the “why”

## 1. Monitor Research-based Instruction

“Where attention goes,  
energy flows  
and  
results show.”

Tim Piering

Part 1: the “why”

## 2. Build Relationships

“Individuals must know that you care  
before they care what you know.”

Goethe

# Chunk and Chew

- Turn to the person next to you.
- Each of you share one more thing you could do or say as you did a walk-through that would build relationships.

“Chaos often breeds life,  
when order breeds  
habit.”

Franklin P. Adams

## Part 1: the “why”

### 3. Use and Build an Understanding of the Change Process

“Chaos often breeds life, when order  
breeds habit.”

Franklin P. Adams

# CYCLE OF CHANGE WHEN CHANGE IS MANDATED

## **DENIAL**

Shock, apathy, focus on the past,

“If I wait this will go away.” Bargaining: “How can we stay the same?”

## **RESISTANCE TO LEAVING THE FAMILIAR**

Self doubt, blaming, anger, discord, feeling that previous efforts have been diminished or discounted

## **EXPLORATION AND MANAGEMENT OF CHANGE**

“Too many Ideas!” = Search for structure “ Too much to do!” = Attempts to manage the change, frustration, difficulty focusing

## **REFOCUSING/COLLABORATION**

Teamwork, focus and planning, commitment to making changes effective, “I can see some things working!”

## **CONFIDENCE**

Teamwork, focus and planning, commitment to making changes effective, feelings of accomplishment  
“We can do this!”

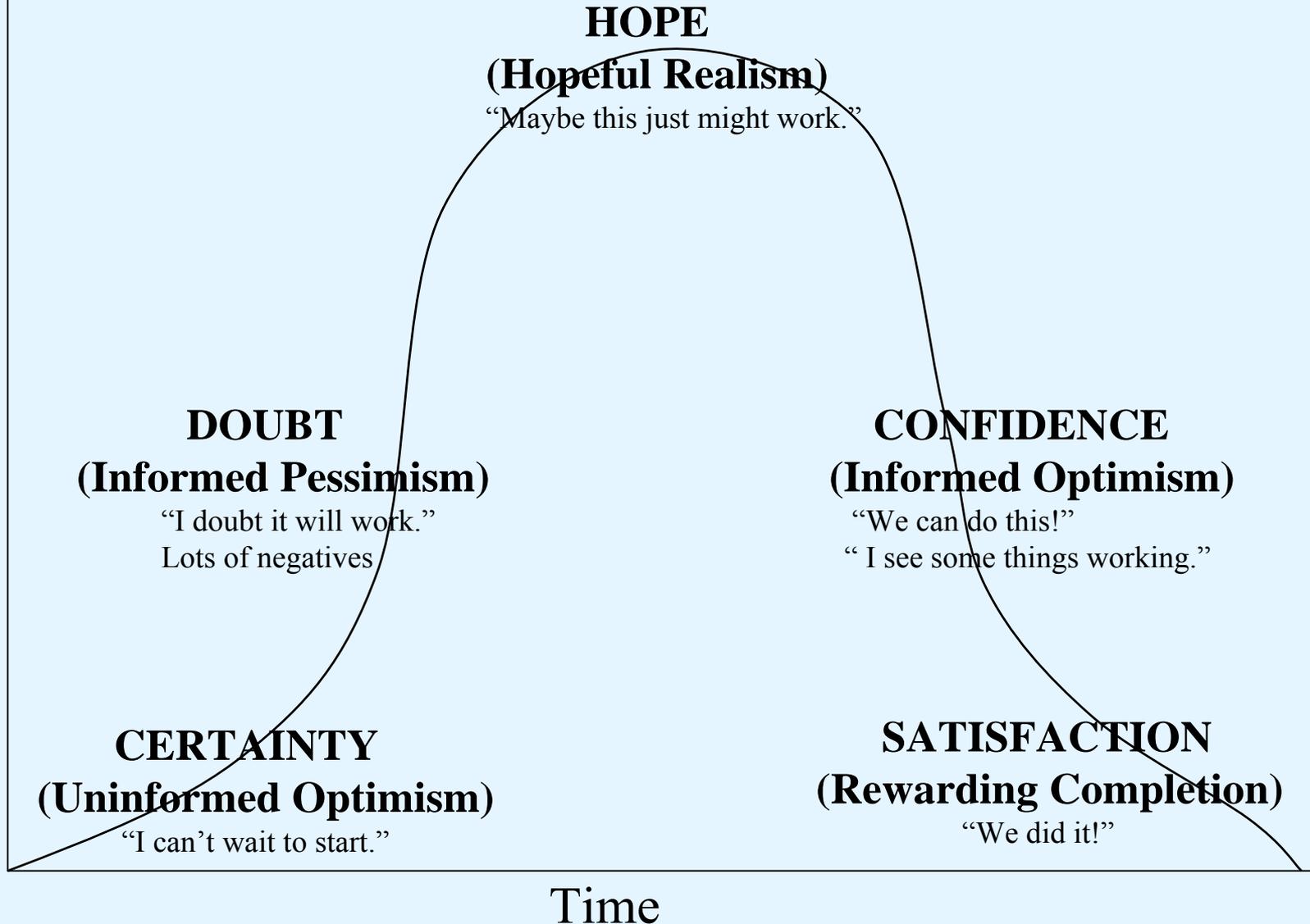
Pessimism

Time

Mo Anderson and Jo Robinson  
2008

# CYCLE OF CHANGE WHEN CHANGE IS CHOSEN

Pessimism



Time  
Mo Anderson and Jo Robinson  
2008

Creation of a new story  
requires that you see the  
old one isn't working.

--Unknown

# Chunk and Chew

## Scenario:

- Picture a staff member who is in “Resistance to Leaving the Familiar” stage.
- Picture yourself on a walk-through in that person’s room. What might the person need to hear from you as you walk through.
- Share one possible response with your partner.

## Part 1: the “why”

### 4. Identify Variances In Implementation and Instructional Practices

“The rung of a ladder was never meant to rest upon, but only to hold a man’s foot long enough to enable him to put the other somewhat higher.”

--Thomas Henry Huxley

# Examples of Superior Implementation

Productive monthly  
data analysis meetings

Efficient use of centers for  
reading instruction

Excellent small reading groups

Quality fluency boosting

Efficient routines during  
the 90 minutes

Excellent infusion of ELL strategies  
into the reading program

## Part 1: the “why”

### 5. Maintain Clear Targets and Build the “Big Picture”

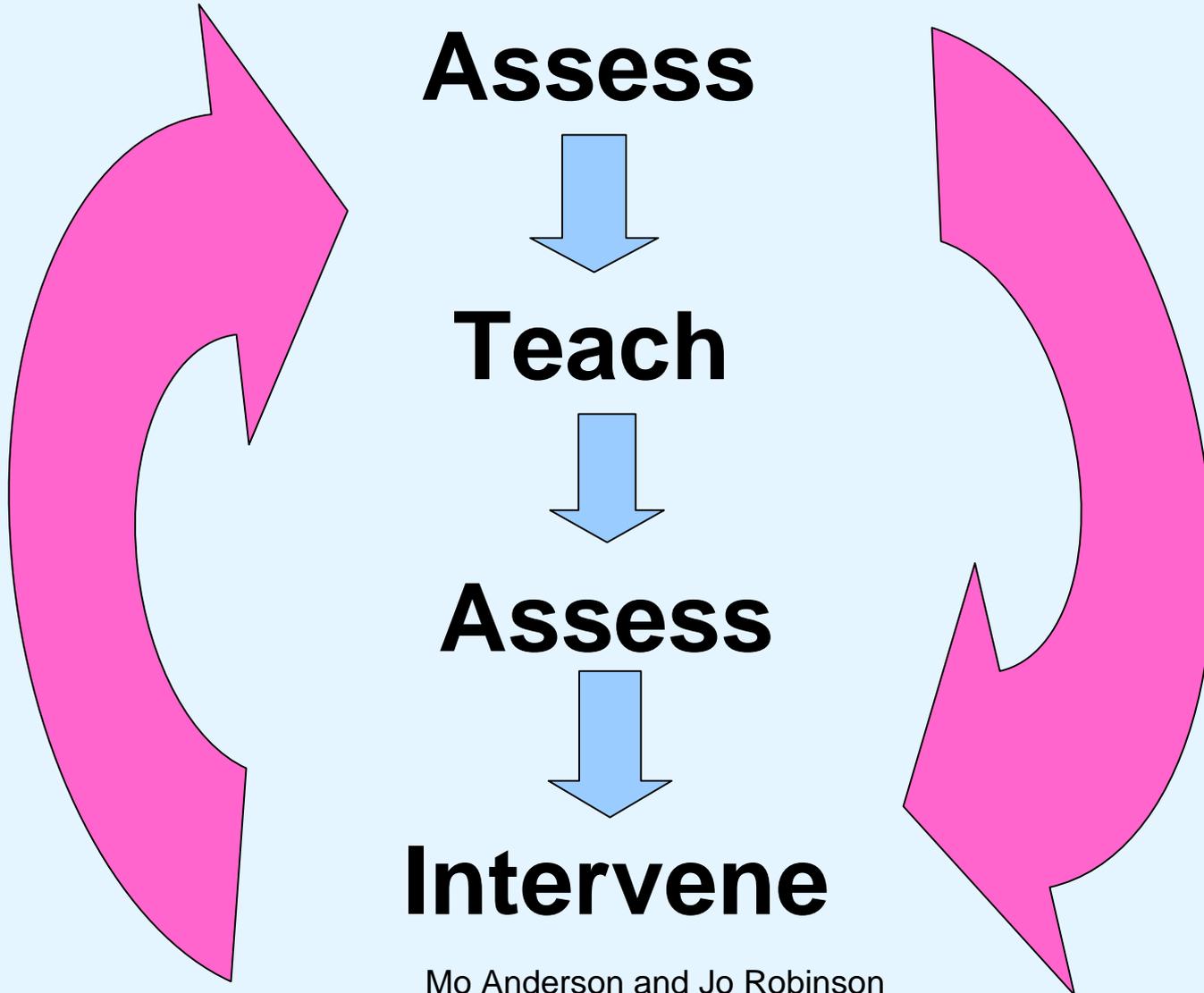
Clear, measurable goals are the center to the mystery of a school’s success, mediocrity or failure.

--S.J. Rosenholz

# **1. We believe in the achievement of everyone.**

**“All students reading at grade level by the end of third grade.”**

## 2. We Meet the Target by:



### **3. We never give up.**

**“An obstacle is the thing that you see when you take your eyes off the goal.”**

**Unknown**

# Chunk and Chew

- Turn to the person next to you.
- Each share one thing you could say as you did a walk-through which would increase understanding of a target or the big picture in your building.

# Part 1: the “why”

## 6. Give Feedback

- **3 Types of Feedback**

- ✓ Positive feedback

- ✓ Negative feedback

- ✓ No feedback

  - Leads to extinction

# **DNA**

**Decide what you want**

**Notice even approximations**

**Appreciate ASAP**

# **A = Appreciate/acknowledge**

✓ Use a “You statement” or a statement of fact.

**You.....**

# Examples of Specific “You Statements” for Teachers

- **“You had all 3 groups working on reading tasks in 60 seconds.”**
- **“You made a BINGO game that provided the exact sight word practice that your low group needed.”**
- **You alternated between choral reading and individual turns which allowed you to hear each child read.**

# Part 2: the “what”

## The observational checklist

# Part 2: the “what”

## Observation Checklist?

- One page
- Easy descriptors for all levels of users
- Descriptors highlight the major components of most programs and instructional issues
- Organized around 5 major areas that impact student achievement (BETTER)

**B**efore/Background Information

**E**ngagement

**T**eaching

**T**ime on Task

**E**nvironment

**R**esults/data

# **B=Before/Background Information**

- Trainings the teacher attended
- Current targets for grade level or teacher
- Previous observations
- Year in RF, year using instructional materials or instructional techniques
- Special situations

# E = Engagement of Students

- Observe what the students are doing.
- Circle that behavior on the checklist.
- Record the ratio of students actively participating in each reading behavior/activity.
- Check engagement of:
  - 1) Small group Example: 4/5
  - 2) Whole group Example: 11/21
  - 3) Independent work/centers Example: 4/4 2/4 3/4

# E = ENGAGEMENT of students in reading tasks

## – whole group or small group

4/4	<p><b>Phonemic Awareness (without print)</b></p> <ul style="list-style-type: none"> <li>-Students orally or physically manipulating sounds and words</li> </ul>
	<p><b>Phonics (with print)</b></p> <ul style="list-style-type: none"> <li>-Students reading: letters/sounds, sounding out, blending and segmenting, sight words</li> <li>-Students writing related to phonics: dictation, sight words, word families, sentences</li> </ul>
	<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>-Students reading text orally, chorally, in partners, individually (re-reading, reading to match tape or into “phone”, Reader’s Theater, fluency programs)</li> </ul>
	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>-Students activating prior knowledge</li> <li>-Students generating questions while reading or listening to read-alouds</li> <li>-Students telling partners, tablemates, or class answers and insights</li> <li>-Students writing responses to text, creating graphic organizers, correcting written responses to text</li> <li>-Students naming and using comprehension strategies</li> </ul>
	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Students engaged answering vocabulary questions, talking about word meanings, using vocabulary words orally</li> <li>-Students writing –using graphic organizers, processing meaning, using ELL strategies</li> </ul>
4/4 1/4	<p><b>Centers/Seatwork</b> Mo Anderson and Jo Robinson 32</p> <p>-Students completing practice or extension activities directly on previously taught skills</p> <p>2008</p>

# T = Teaching reading directly

Observe teaching behaviors

- What component of reading is being taught?
- Is the teacher explaining with modeling, monitoring student application, giving feedback, or reteaching a reading skill or strategy?
- Circle that teaching behavior on the checklist.

# T = TEACHING directly – whole group or small group

	<b>PHONEMIC AWARENESS/ PHONICS:</b> Teacher modeling, teaching, or monitoring sound manipulation, discrimination, rhyming, decoding, blending & segmenting, sight words, multi-syllabics, text reading
	<b>Fluency:</b> <b>Teacher modeling, explaining, or monitoring accuracy, rate, and expression</b>
<b>WG</b>	<b>COMPREHENSION:</b> Teacher activating prior knowledge or supplying background information Teacher leading a read/discuss/read cycle Teacher asking high level comprehension questions Teacher responding to students discussion to increase comprehension or oral language Teacher using meta-cognition, modeling, and explaining to teach strategies and skills: eg. Compare/contrast, summarization, ELL strategies Teacher guiding written response work or giving group or individual feedback on written responses
	<b>VOCABULARY:</b> <b>Teacher giving word meanings, word parts, multiple exposures and deep processing;</b> ELL strategies
	<b>RETEACHING based on responses or data</b> Teacher guiding “look back” again, more explicit directions, more practice, explanation, directed discussion, explicit demonstration, different modeling, graphic organizers, ELL vocabulary strategies, multi-syllabic decoding, blending

# T = Time used efficiently

- Observe
  - Pace and efficiency of the teacher
    - presenting
    - providing feedback
    - practice
  - Efficiency of the reading routines
  - On task/off task
  - Transitions

# T = TIME used efficiently T = TIME used efficiently

	Students immediately start reading at the beginning of the reading block	
	<p><u>Reading routines/procedures</u> previously taught</p> <p>taught Students move to reading activities quickly</p> <ul style="list-style-type: none"> <li>-Students transition fast from activity to activity</li> <li>-Students start all reading tasks immediately</li> <li>-Teacher uses oral reading and correction procedures tasks -</li> </ul>	<p><u>Centers/Independent work routines</u> previously</p> <ul style="list-style-type: none"> <li>-Students know how to do each center</li> <li>-Students start center tasks immediately</li> <li>-Students finish center tasks with quality</li> <li>-Students knows procedure when finished with</li> </ul>
	Teacher uses <b>different question response formats</b> individual, partner, whole group (for simple one or two word answers)	
	Teacher demonstrates a <b>perky pace</b> during transitions, explanations, direct instruction, questions uses “think time”	
	Teacher handles misbehavior appropriately and quickly	

# E = Environment supports reading

- Observe the classroom
  - Classroom library
  - Computers
  - Use of posted reading information
    - word walls
    - program sound/alphabet cards
    - vocabulary with student friendly definitions, pictures
    - readiness of materials for groups and centers
  - Organization of centers and independent work

## E = ENVIRONMENT supports reading

	<b>Room is print rich:</b> (Scan room for evidence of use by teacher or students) word wall, alphabet/sound cards, concept board, classroom library, graphic organizers, strategy posters, vocabulary work such as student friendly definitions
	<b>Visible celebrations or displays</b> of student success in reading: work posted
	Appropriate reading using computer technology
	Teacher and students have texts, papers, pencils, materials needed for reading work
	Well equipped classroom library in use
	Room and furniture <b>organization promotes reading</b> instruction

# R = Results and use of data

- Observe the use of reading data
  - Any collection of or reference to data
  - Teacher monitoring student work
  - Teacher adjusting instruction based on monitoring and formative and summative data
    - Error correction
    - Reteaching
    - Adding practice
    - Adding intervention

# R = RESULTS and use of data

## **Teacher: instruction is based on data**

- Monitors** student reading and responses, corrects errors
- Adjusts** pace, instruction, grouping based on responses
- Provides** immediate/additional feedback/intervention help
- Records** progress in an accessible manner

## **Students:**

- Refer** to own **data/progress**
- Refer to grade level expectations**
- Monitor** own work, **self-correct**, **seeks**
  
- Adjust** work pace or **product**

# Part 3: the “how”

## Using Classroom Observation Form

1. Use the concepts from memory
2. Use ratios - 12/22
3. Use checks
4. Use descriptors to leave “You statements”
5. Circle what you saw

2/6	Students reading text orally
√	All seat work and centers are directly related to the reading program
6/25	Students answering comprehension questions 1/25 1/25 1/25 1/25 1/25 1/25
25/25	Students enter and begin reading work immediately

# Back of Walk-Through Form

**Keepers:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Polishers:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Next time, I will be looking for these!***



Note: Always keep current targets in mind as you select Keepers and Polishers (term used with permission of WestEd)

Gr: \_\_\_\_ Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_  
 Small Group or Whole Group Lesson: \_\_\_\_\_ Back of Walk-through form

<p><b>Student <u>Engagement</u></b>        *Active responses        *Partner/choral responses        *All students physically engaged (Center work as well)        *Sounding, reading, writing, answering</p>	
<p><b>Explicit <u>Teaching</u></b>        *Explain        *Model, model, model        *Guided practice with corrective feedback *Independent application</p>	
<p><b>Efficient Use of <u>Time</u></b>        *Perky pace        *Routines/procedures previously taught and in use        *Students begin tasks immediately</p>	
<p><b><u>Environment</u></b>        *Print rich room        *Appropriate materials        *Organization promotes reading</p>	
<p><b>Use of Data/<u>Results</u></b>        *Correct level of difficulty        *Immediate intervention        *Monitor and adjust        •Centers based on need</p>	
<p><b><u>Keepers</u></b>        •Great things I'm doing right now        •Keep implementing</p>	
<p><b><u>Polishers</u></b>        What I'll be working to intentionally use        What will be looked for in future walk-throughs</p>	

## Part 3: the “how”

### Walk-throughs and the Checklist

- Make observation targets public
- Do daily walk-throughs  
(Reminder: If you expect something, inspect for it)
- Start in different rooms and grade levels to ensure seeing different parts of the reading block

# Keep Track!

**8:30-10:00, 1:00-1:30 intervention**

<b>Grade 1</b>	<b>Date &amp; Time</b>	<b>Date &amp; Time</b>	<b>Date &amp; Time</b>	<b>Date &amp; Time</b>
Sue	10.1 9:45	10.4 10:00	10.7 8:30	10.31 1:05
Brent	10.1 10:00	10:2 8:45	10.4 1:15	10.5 9:30
Cam	10.7 8:30	10.8 8:30	10.9 8:35	10.10 8:35
Pat	10.8 2:00	11.2 9:30	11.16 9:45	12.2 9:50

## Part 3: the “how”

### Walk-throughs and the Checklist

- Give positive feedback  
(DNA) – notes or verbal
- Meet as needed for corrective action

# Part 3: the “how”

## Several Walk-throughs

- Thumbs up
- Neutral
- Thumbs down

Part 3: the “how”

Video clips

# Application