

# Louisiana Believes

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## Observations to Support English Language Arts Instruction

# Objectives

By the end of the session, participants will be able to:

- Understand the 2014-2015 focus areas for ELA classrooms and identify how they are supported by the Compass Rubric.
- Understand how student actions and teacher actions should change to support the focus areas.
- Identify the tools available to support observation and feedback and understand their appropriate use.

# Agenda

## ▶ What are the focus areas for ELA in 2014-2015?

How does the Compass rubric help educators implement the necessary shifts in teacher practice?

- What do we expect to see students doing as a result?
- When we observe, what shift in teacher practice do we expect to see?

What resources are available?

What are our next steps?

# Student Focus Areas 2014-15


## What should students be doing in ELA classrooms?

### English Language Arts

- Comprehend (access) meaningful, on grade level texts
- Speak and write in response to meaningful texts

# Agenda

What are the focus areas for ELA in 2014-2015?

 **How does the Compass rubric help educators implement the necessary shifts in teacher practice?**

- **What do we expect to see students doing as a result?**
- **When we observe, what shift in teacher practice do we expect to see?**

What resources are available?

What are our next steps?

# What should teachers be doing differently?

## **ELA teachers plan, instruct and assess using:**

- on-level texts daily with ALL students
- Increasingly challenging questions that help students comprehend text
- Increasingly complex task that require students to write and speak about text

# ELA: Connecting Student & Teacher Actions

## ELA Student Focus in 2014-15

If we want students to do this in ELA/Math:	Then educators should plan, instruct, & assess using:
Comprehend (access) meaningful, on grade level texts	<ul style="list-style-type: none"><li>• on-level texts daily with ALL students</li></ul>
Speak and write in response to meaningful texts	<ul style="list-style-type: none"><li>• Increasingly challenging questions that help students comprehend text</li><li>• Increasingly complex tasks that require students write and speak about text</li></ul>



# Observing these Shifts

- 1c. Setting instructional outcomes
- 2c. Managing classroom procedures
- 3b. Using questioning/prompts and discussion
- 3c. Engaging student in learning
- 3d. Using assessment in instruction



# Observing Instructional Outcomes

## 1c. Setting instructional outcomes

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>1c: Setting Instructional Outcomes</b>	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes are written in terms of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Outcomes lack rigor.</li> <li>• Outcomes do not represent important learning in the discipline.</li> <li>• Outcomes are not clear or are stated as activities.</li> <li>• Outcomes are not suitable for many students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes represent a mixture of low expectations and rigor.</li> <li>• Some outcomes reflect important learning in the discipline.</li> <li>• Outcomes are suitable for most of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes represent high expectations and rigor.</li> <li>• Outcomes are related to "big ideas" of the discipline.</li> <li>• Outcomes are written in terms of what students will learn rather than what they will do.</li> <li>• Outcomes reflect several different types of learning and opportunities for coordination.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</li> <li>• Teacher connects outcomes to previous and future learning</li> <li>• Outcomes are differentiated to encourage individual students to take educational risks.</li> </ul>

Teacher Focus

Teacher Focus

# Observing Questioning

## 3b. Using questioning/prompts and discussion

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>3b: Using questioning/prompts and discussion</b>	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation with the teacher mediating questions and answers. Students dominate discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame questions to lead students to a single answer and to encourage students to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively. Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Questions are rapid-fire, and convergent, with a single correct answer.</li> <li>• Questions do not promote student thinking.</li> <li>• All discussion is between teacher and student. Students are not invited to speak directly to one another.</li> <li>• A few students dominate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher frames some questions designed to promote student thinking.</li> <li>• Teacher calls on many students, but only a small number actually participate in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.</li> <li>• The teacher makes effective use of wait time.</li> <li>• The teacher builds on uses student responses to questions effectively.</li> <li>• Discussions enable students to talk to one another, without ongoing mediation by the teacher.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Students initiate higher-order questions.</li> <li>• Students extend the discussion, enriching it.</li> <li>• Students invite comments from their classmates during a discussion</li> </ul>

**Teacher Focus**

**Student Focus**

**Teacher Focus**

**Student Focus**

**Student Focus**

# Observing Engagement (1/2)

## 3c. Engaging students in learning

Teacher & Student Focus

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>3c: Engaging students in learning</b>	<p>The learning tasks and activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, or require one-way responses. The pacing of the lesson is too slow or too fast. Few students are intellectually engaged or interested.</p>	<p>The learning tasks or prompts are partially aligned with the instructional outcomes, but do not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p>

Teacher Focus

# Observing Engagement (2/2)

## 3c. Engaging students in learning

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>Few students are intellectually engaged in the lesson.</li> <li>Learning tasks require recall or have a limited response or multiple-choice options.</li> <li>The materials used ask students only to perform rote tasks.</li> <li>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</li> <li>Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>The lesson draws on only one or two resources.</li> </ul>	<ul style="list-style-type: none"> <li>Some students are intellectually engaged in the lesson.</li> <li>Learning tasks require recall and recall.</li> <li>Student engagement with the content is largely passive, learning primarily facts or procedures.</li> <li>Students have no choice in how they complete tasks.</li> <li>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</li> <li>Some of the materials used are demanding student thinking.</li> <li>The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</li> </ul>	<ul style="list-style-type: none"> <li>Most students are intellectually engaged in the lesson.</li> <li>Learning tasks have multiple correct responses or approaches and/or demand higher order thinking.</li> <li>Students have some choice in how they complete learning tasks.</li> <li>There is a mix of different types of groupings, suitable to the lesson objectives.</li> <li>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</li> <li>The pacing of the lesson provides students the time needed to be intellectually engaged.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>Virtually all students are highly engaged in the lesson.</li> <li>Students frequently modify or make it more relevant to their own experiences.</li> <li>Students suggest modifications to the grouping patterns used.</li> <li>Students have extensive choice in how they complete tasks.</li> <li>Students suggest modifications or additions to the materials being used.</li> <li>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</li> </ul>

Teacher Focus

Teacher Focus

Student Focus



# Observing Assessment

## 3d. Using assessment in instruction

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>The teacher gives no indication of what high quality work looks like.</li> <li>The teacher makes no attempt to determine whether students understand.</li> <li>Feedback is only global.</li> <li>The teacher does not ask students to evaluate their own or classmates' work.</li> </ul>	<ul style="list-style-type: none"> <li>There is little evidence that the teacher is using a variety of methods, or that there is evidence of understanding from all students.</li> <li>Teacher requests global indications of student understanding.</li> <li>Feedback to students is not uniformly specific, not oriented towards future improvement of work.</li> <li>The teacher makes only minor adjustments to the lesson that are partially successful.</li> </ul>	<ul style="list-style-type: none"> <li>Students indicate that they clearly understand the characteristics of high quality work.</li> <li>The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</li> <li>Feedback includes specific and timely guidance for at least groups of students.</li> <li>The teacher attempts to engage students in self- or peer-assessment.</li> <li>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</li> <li>Teacher makes frequent use of strategies to elicit information about individual student understanding.</li> <li>Feedback to students is specific and timely, and is provided from many sources, including other students.</li> <li>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</li> <li>The teacher's adjustments to the lesson are designed to assist individual students.</li> </ul>

Teacher Focus

Teacher Focus

Teacher Focus

Teacher & Student Focus

# What does this look like?

## PAIR-SQUARE-SHARE Activity

Read Lesson 3 from the Grade 6 Unit: Steve Jobs' Commencement Address and identify the elements and indicators that could be present in this lesson if you were to observe it. Cite supporting evidence from the lesson .

focus areas	Teacher Actions	Student Actions
Comprehend (access) meaningful, on grade level texts		
Speak and write in response to meaningful texts		

# What does this look like?

## PAIR-SQUARE-SHARE Activity

Focus Areas	Teacher Actions	Student Actions
Comprehend (access) meaningful, on grade level texts	<ul style="list-style-type: none"><li>• Outcomes of a challenging cognitive level (1c)</li><li>• Lesson permits assessment of student attainment (1c)</li><li>• Questions of high cognitive challenge (3b)</li></ul>	<ul style="list-style-type: none"><li>• Actively working to analyze text (3c)</li><li>• Thinking, problem-solving (3c)</li></ul>
Speak and write in response to meaningful texts	<ul style="list-style-type: none"><li>• Outcomes of a challenging cognitive level (1c)</li><li>• Questions of high cognitive challenge (3b)</li><li>• Questions with multiple correct answers (3b)</li><li>• Effective use of student responses and ideas (3b)</li><li>• Discussion with teacher stepping out of central, mediating role (3b)</li><li>• Activities aligned with goals of lesson (3c)</li><li>• Tasks require high level student thinking (3c)</li><li>• Specially created questions to elicit evidence of student understanding (3d)</li></ul>	<ul style="list-style-type: none"><li>• Participation in discussion (3b, 3c)</li><li>• Extending discussion (3b)</li><li>• Analysis of text claims (3d)</li></ul>



# What does this look like?



## 10th grade ELA lesson

**Watch the video** from the LDOE Video Library.

**Collect evidence on Components 1c, 3b, and 3c** by taking notes while watching the video.

Focus on evidence related to the **student focus areas**.

# Reflection

- What student focus areas did you see in action in this video?
- Review the video notes for the 10th grade ELA lesson you just watched.
- How does observing for the student focus areas help you to rate each component?

# Agenda

What are the focus areas for ELA in 2014-2015?

How does the Compass rubric help educators implement the necessary shifts in teacher practice?

- What do we expect to see students doing as a result?
- When we observe, what shift in teacher practice do we expect to see?

▶ **What resources are available?**

What are our next steps?

# Available Resources

Resource	Possible Uses	Rubric
<a href="#">CCSS Appendix B: Text Exemplars</a>	<ul style="list-style-type: none"> <li>Locating texts for building units and lessons</li> <li>Understanding grade-level text complexity</li> </ul>	<b>1c.</b>
<a href="#">CCSS Appendix C: Student Writing Samples</a>	<ul style="list-style-type: none"> <li>Understanding what grade-level writing in response to text should look like</li> <li>Norming teachers' scoring of student writing</li> </ul>	<b>1c., 3c.</b>
<a href="#">Classroom Support Toolbox: ELA Curriculum Guidebooks</a>	<ul style="list-style-type: none"> <li>Building a curriculum that appropriately integrates ELA standards and uses appropriately complex texts</li> <li>Understanding how to frame questions and tasks</li> <li>Identifying instructional strategies that support the focus areas</li> <li>Understanding what an exemplar ELA lesson should contain</li> </ul>	<b>1c., 3b.</b>
<a href="#">Student Achievement Partners Instructional Practice Guide</a>	<ul style="list-style-type: none"> <li>Planning an ELA lesson that focuses on the focus areas</li> <li>Providing guidance to teachers on their lesson design</li> </ul>	<b>1c.</b>


# Agenda

What are the focus areas for ELA in 2014-2015?

How does the Compass rubric help educators implement the necessary shifts in teacher practice?

- What do we expect to see students doing as a result?
- When we observe, what shift in teacher practice do we expect to see?

What resources are available?

 **What are our next steps?**

# Next Steps

## Making a Plan

- What two things should you be able to observe in ELA classes in 2014-2015?
- How does the Compass rubric support these two focus areas?
- How can you use the observation and feedback cycle to help teachers make these shifts?

Questions?



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**or visit**

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compass](http://www.louisianabelieves.com/teaching/compass)**