MONITORING FOR STUDENT ACHIEVEMENT at Belmont Hills

October 20 – December 18th

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| Name: Date: |
| Grade Level: |

Terry Floyd\_\_\_\_\_\_ Stacey Abbott\_\_\_\_\_\_\_

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| **Look For** | | **Ask About** |
| **CURRICULUM & PLANNING** | | |
| Evidence of using the developed integrated units with performance tasks and assessments? Evidence of updating each nine week unit after teaching the unit. | Yes  No | Are your units posted on the staff drive? Do you have centers or stations that reflect the goal of differentiation?  How are you using the elements of standards to develop performance tasks?  Are essential questions & standards posted in the classroom? |
| Evidence of lesson plans posted on the T:drive | Yes  No | Do you have a sub plan in place and where is it located? |
| **STANDARDS-BASED INSTRUCTION** | | |
| Evidence of Guided Reading Groups for all students with a writing follow up to process the guided reading lesson | Yes  No | Do you see each child every day in small group reading instruction? Is there a writing component after most group times?  How are the students grouped?  What interventions do you have in place for the lowest and highest achieving students? |
| Evidence of mini-lessons for teaching skills and strategies for the current writing focus and current math standards | Yes  No | Are your students writing across the content areas with the current nine-week writing focus? Have you shared the current rubric for the writing focus with your students? |
| Evidence of use of “Thinking Maps” as teacher directed and student generated to lead to a product | Yes  No | How am I using “Thinking Maps” in all subject areas? How are my students using “Thinking Maps” as a **PART** of their performance tasks? |
| Evidence of using 21st Century classroom technology tools including the document camera | Yes  No | Are you using tools available to create flip charts? How have you used the document camera?  Are students using the technology independently in centers? |
| **INSTRUCTIONAL ENVIRONMENT** | | |
| Evidence of respectful teacher and student interaction | Yes  No | What is working in your classroom to continue to develop respect and rapport? |
| Evidence of student generated classroom meeting agenda | Yes  No | Do you add things to the agenda as you see problems occur? |
| **ASSESSMENT OF STUDENT LEARNING** | | |
| Evidence that students are receiving Tier II/III interventions | Yes  No | What strategies are you using from the RTI resources provided to you? |
| **PROFESSIONAL DUTIES & RESPONSIBILITIES** | | |
| Evidence of teaching all students in small groups for reading instruction. | Yes  No | **Have you demonstrated a “Guided Reading” lesson for Mrs. Floyd or Ms. Abbott?**  **(unannounced observation)** |
| Evidence of data collection to determine above, on and below grade level in reading | Yes  No | How many students in your class are above \_\_\_\_, on \_\_\_\_\_, and below \_\_\_\_\_\_ grade level? |
| Evidence of maintenance of previous monitoring sheets | Yes  No | Have you reviewed your look fors & ask abouts to ensure that you are maintaining all areas of the instructional program? |